COMMITTED TO EXCELLENCE IN DEFENSE OF THE NATION

COMMUNIQUÉ

SEPTEMBER/OCTOBER 2006

A DEFENSE INTELLIGENCE AGENCY PUBLICATION

Applying Our Resources

Investing in Our People and Our Capabilities

Interviews with

Matthew T. Peters
Chief, Office of Learning and Career Development

and

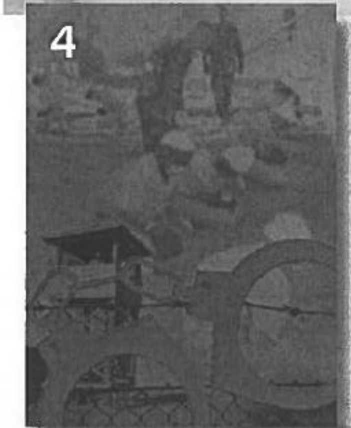
Pat Beldon
Senior Expert for Diversity

ALSO Inside...

- Humane Treatment of Detainees
- Ground-Breaking Gadgets and Innovation
- The IC's New Strategic Human Capital Plan: Toward a National Intelligence 'Service'

Contents
september/october 2006

2


4

8

15

.:HEADLINES

2. An Exercise in Non-Traditional Combat Assessment
By LT Douglas J. Burfield, J2

4. Humane Treatment of Detainees
By the Office of the General Counsel, GC

5 Ground-Breaking Gadgets and Innovation
By Adrian 'Zeke' Wolfberg, CS

7. A Unity of Effort
By CSM Terence R. McConnell, EA

8. Meet DIA's German Liaison: Army Col. Peter Fuehres
By the Office of International Engagement, IE

9. What is DIA's Privacy Office Doing to Safeguard Personally Identifiable Information?
By the Privacy Office, DA

.:APPLYING OUR RESOURCES

10. The IC's New Strategic Human Capital Plan: Toward a National Intelligence 'Service'
By Schira Tate-Madan, ODNI

12. An Integrated Intelligence Community? The Joint Military Intelligence College Leads the Way
By Dr. Terry J. Domzal, MC

14. Foreign Language Skills in Demand
By Eric P. Hammersen, HC

15. Changing Behaviors to Increase DIA's Bang for the Buck
By the Office of the Chief of Staff, CS

17. In a Public Speaking Jam? Toastmasters is Your 'Bread and Butter' to Successful Communication
By Katie A. Bioty, CP

19. Human Capital Maximizes Civilian Hiring Process
By Mika J. Cross and Kimberly Kinney, HC

20. Six Sigma Pays Off ... Literally
By Christopher L. Diez, CS

22. Protecting Our Resource Investment: How Personnel Security Ensures the Loyalty and Integrity of Our Work Force
By Karl C. Glasbrenner, DA

23. **Committed to Equal Employment Opportunity**
By Nancy E. Scott, EO

25. **Winning the War for Talent: ODNI Intelligence Community Centers of Academic Excellence Program**
By Cindy Riquelme, ODNI

28. **Mission R3: Right People at the Right Place at the Right Time**
By the Office of Strategic HC Management, HC

:executive VISION

30. **Interview with the Chief, Office of Learning and Career Development**
By Communiqué Staff, CP

35. **Interview with Pat Beldon, Senior Expert for Diversity**
By Communiqué Staff, CP

:professional PROFILES

38. **Professional Profile: Mary Ellen Seale**
By Communiqué Staff, CP

39. **Demonstrating Sustained Excellence in Fulfilling the Counterterrorism Mission**
By Audrey J. Reynolds, DI

40. **Cadet Midshipman Summer Internship Program a Success**
By Mika J. Cross, HC

41. **UFAC Analyst Re-enacts Civil War**
By Mike H. Zwicke, DI

:LEADING edge

43. **Education Anytime, Anywhere: Blackboard Brings Convenience and Communication to JMIC Faculty and Students**
By Dr. Terry J. Domzal and Dr. Tara E. McNealy, MC

:PEOPLE on the move

45. **Civilian and Military Personnel Update — Retirements, Anniversaries and Promotions in June and July 2006**
By the Office of Human Resources, HC

SEPTEMBER/OCTOBER 2006 Volume 19/Number 5
COMMUNIQUÉ
A Defense Intelligence Agency Publication

LTG Michael D. Maples
Director, DIA

Donald L. Black
Chief, Public Affairs

Jane A. McGehee
Chief, Internal Communications

Dana M. Black
Managing Editor

Katie A. Bioty
Sarah E. Mazur
Margan A. Carlstrom
Chalessa Y. White
Editorial Staff

SSgt Tiffany L. Dlugi
Donna A. Wilson
Design/Layout

Enterprise Operations Data Services Division
Printing and Posting

DIA's Communiqué is an authorized agency information publication, published for employees of DIA and members of the defense intelligence community. Contents of the Communiqué are not necessarily the official views of, or endorsed by, the U.S. government or the Department of Defense. Articles are edited for style, content and length. Correspondence should be addressed to: DIA Communiqué, Public Affairs Office, Bldg 6000, Washington, DC 20340-5100. Telephone: 703-695-0071 (DSN: 225-0071). The DIA Public Affairs Office welcomes your comments, which may be e-mailed to our Internet address at public_affairs@misc.pentagon.mil or to our global e-mail address at diem200@dia.ic.gov.

www.dia.mil

ARTICLE SUBMISSION DEADLINE

Jan/Feb 2007 Issue - **Dec. 18, 2006**

An Exercise in NON-TRADITIONAL COMBAT ASSESSMENT

By LT Douglas J. Burfield, J2

Earlier this year, the Directorate for Intelligence Deputy Directorate for Targets (J2T) led more than 70 intelligence analysts through Exercise Phantom Fist at the Pentagon. J2T designed the non-traditional combat assessment exercise to uncover solutions for Operation Iraqi Freedom battle damage assessment (BDA) lessons learned. In addition, the exercise investigated the utility and improvement of Phase III BDA for a counterterrorist and counterinsurgency target set. Based on the November 2004 Battle of Fallujah, J2T utilized archived U.S. Central Command intelligence reports, the original commander's objectives and guidance, and actual overhead imagery from Fallujah combat operations to maximize realism.

Combat assessment (CA) is composed of three phases of BDA, a munitions effectiveness assessment and a re-attack recommendation. BDA reports are all-source and in-depth. Phase I reports assess the physical damage done to a target. Phase II reports assess the functional damage inflicted upon a target, and Phase III reports provide a functional assessment of the damage to the entire target system. Analysts traditionally satisfy the three phases of BDA by determining the physical, functional and systematic effects of kinetic weapon strikes — i.e., bombs dropped — on fixed enemy structures. While this type of traditional BDA remains relevant, the human focus of the Global War on Terrorism requires a systematic functional assessment of the effects inflicted upon terrorist and insurgent networks. This non-traditional task poses a new challenge for BDA analysts. Exercise Phantom Fist highlighted the needed improvements for CA doctrine, methodology and tools.

Exercise Phantom Fist participants were divided into four teams and a mentoring cell. Each team's primary task was to complete inputs to cumulative Phase III BDA reports from limited Phase II BDA report inputs — all dealing with damage inflicted to the Anti-Iraqi Force counterterrorism/counterinsurgency (CT/CI) target system in Fallujah. The teams developed a tailored presentation

Photos by Sgt. Matthew R. Rugar, DI

A Marine fires his M-16 A4 at an insurgent near an armored bulldozer in the city of Fallujah.

for each exercise portion and summarized their combat assessment findings in relation to the commander's objectives and measures of effectiveness (MOE) — how well we're affecting the target set. Teams also identified intelligence-related lessons learned and improvement recommendations.

The mentoring cell, comprised of senior participants from the combatant commands, allies and intelligence community, discussed major issues identified during the exercise and provided timely feedback to the teams.

Recommendations derived from the exercise include:

Marines from 3rd BN 1st Marines are on the move, patrolling the city of Fallujah during the assault of November 2004.

- Commensurate with the size and composition of the adversary, MOEs should focus on the tactical battlefield in order to derive systematic conclusions.
- Tactics, techniques and procedures (TTP) and doctrine for non-traditional force application should be addressed.
- Commanders should realize that longer timelines are often necessary to observe solid measures of performance (MOP) — how well we're executing — for some types of non-traditional force application, such as information operations.
- The frequency and scope of Phase III BDA reports should be tailored to the joint task force commander level and above — assessments should be based on objectives, vice target sets.
- MOE and MOP developments should occur in the planning phase of operations; a baseline set for CT/CI operations is needed as a starting point.
- A modified CA Phase III process for CT/CI courses, i.e., Joint Targeting School, etc., should be institutionalized through exercises and established joint and service training.
- Kinetic and non-traditional assessments should continue to be integrated into future exercise scenarios, doctrine and TTP.

With their extensive experience in Iraq, many DIA analysts made outstanding contributions to the planning, scripting and execution of Exercise Phantom Fist. DIA elements in participation included the Directorate for Analysis' (DI) Operational Environment Analysis Division (JWS-2), Physical Vulnerability Division (JWS-4), Iraq Division (RAO-5), Mobility and Sustainability Rest of the World Division (MIO-2), C4ISR Middle East Division (CCO-3), and Joint Intelligence Task Force for Combating Terrorism (JITF-CT); and J2.

J2T continues to incorporate the lessons learned from Exercise Phantom Fist into BDA training, the update of Joint Publication 3-60 and other sources of doctrine.

Office of the General Counsel: HUMANE TREATMENT OF DETAINEES

By the Office of the General Counsel, GC

The Supreme Court recently ruled in Hamdan v. Rumsfeld that Common Article 3 of the Geneva Conventions of 1949 applies to the armed conflict with al Qaeda. Common Article 3 provides a baseline standard for the humane treatment of detainees in armed conflicts not covered by the full panoply of convention protections. Common Article 3 thereby ensures respect for the dignity of all persons, irrespective of race, sex, religion, wealth or any other similar criteria. It applies to "persons taking no active part in the hostilities," including noncombatants, combatants who have "laid down their arms," the wounded and sick, and detainees.

Common Article 3 forbids "violence to life and person, in particular murder of all kinds, mutilation, cruel treatment and torture;" the "taking of hostages;" "out rages upon personal dignity, in particular humiliating and degrading treatment;" and sentencing and execution without regular court proceedings affording those judicial guarantees "recognized as indispensable by civilized peoples."

DIA has recognized and applied the mandate of Common Article 3 for humane treatment of detainees in the Global War on Terrorism since well before the Hamdan decision — as reflected in the Law of War briefings presented by DIA attorneys to the Tomorrow's Intelligence Professional and DIA 101 classes, and to deploying personnel. In addition, the Department of Defense (DOD) Directive 2311.01E, Law of War Program, and DOD Directive 3115.09, Intelligence Interrogations, Detainee Debriefings, and Tactical Questioning, require that all detainees, irrespective of their classification — i.e., prisoner of war, unlawful enemy combatant, etc. — be treated humanely.

For the DIA employee, application of the humane treatment standard is an affirmative duty that must be followed at all times and in all situations. Whether directly involved in the handling of detainees or not, DIA employees should have a basic understanding of what constitutes proper and improper detainee treatment. In addition to the provisions of Common Article 3 quoted above, and the aforementioned DOD directives, the new Army Field Manual 2-22.3, Human Intelligence Collector Operations, provides detailed guidance on permissible interrogation techniques.

Additionally, the legal obligation to provide humane treatment to detainees carries with it an essential corollary — the obligation to report any suspected maltreatment of detainees to proper authorities. If a DIA employee, civilian or military, witnesses, overhears or otherwise learns about apparent or suspected maltreatment of a detainee, that employee has a legal obligation to report the incident to the proper commander or supervisor, or to a judge advocate, federal civilian attorney, inspector general, law enforcement officer or chaplain. Failure to do so may result in disciplinary or adverse action. Consistent with DOD regulations, if an activity appears to be of questionable validity, report it.

For additional information concerning detainee treatment, contact the Office of the Deputy General Counsel for Operations at (202) 231-6904.

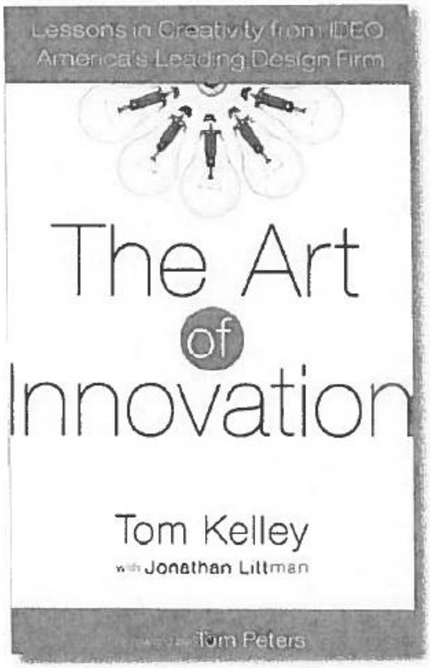
Ground-Breaking
GADGETS AND INNOVATION

By Adrian "Zeke" Wolfberg, CS

Editor's Note: *With this issue, we're introducing a Knowledge Lab book review in the Communiqué. The Knowledge Lab will also begin a series of short article reviews that will be posted on their Web site. The lab will review literature that discusses helpful insights in innovation, learning and teamwork, amongst other topics.*

These reviews will focus on new and different perspectives that employees can incorporate into their daily work and, by doing so, help DIA become an effective knowledge and learning-based organization. Why is the Knowledge Lab doing this? Because it is specifically positioned to be a bridge between the best practices that occur in academia, industry, government and the knowledge sharing and collaboration needs within DIA.

The first review highlights a book by Tom Kelley published in 2001, "The Art of Innovation." Kelley is the general manager of IDEO, a unique design company. When companies around the world want to solve problems, they come to IDEO — even the National Security Agency's research and development team is seeking help from the company. IDEO has consistently won more Industrial Design Excellence Awards for products and services than any company in the world during the past 15 years.



What do the following commercial products have in common: the Apple and Microsoft mouse; the Samuel Adams lighted beer tap handle; the TiVo remote controller; the Fisher Price "Deluxe Jumperoo" infant jumper; and JP Morgan's future vision for self-directed retirement planning? These are all innovative products that came from the ideas generated within IDEO.

Can DIA learn about innovation from the commercial sector; is innovation more than technology? Yes, on both accounts. Kelley credits IDEO's success to a number of factors including the powers of keen observation, brainstorming and prototyping. It is these factors that have immediate relevance to DIA.

By observation, Kelley is talking about how we see opportunities. Hunting for opportunities is a mindset that we need to instill within intelligence work, regardless of occupational skill or function. So, how does IDEO "open their eyes?" They constantly ask "why?" to understand the underlying motivation behind an action or behavior they see. They especially value the detection of the "rule breaker" because they can learn about fundamental obstacles people must overcome to perform in their jobs. It is these obstacles that innovation must also overcome.

Kelley cites a number of obstacles to innovation and offers some suggestions for

making improvements to overcome them. Although hierarchical organizational structure and innovation are at odds with each other, that does not mean we should forgo making changes. The Knowledge Lab is based on the principle that ideas must come from a network of volunteers — not a top-down mechanism for forcing ideas. As long as DIA is open to ideas from any source, personnel will be more willing to submit their own ideas. Bureaucracy can inhibit innovation as well. If we have to have all the answers before we start a project, then we'll be less inclined to try new things. One way that we can offset this tendency is to allow people some independence in their project approach. Kelley says that by yielding autonomy to employees, people will have more self-confidence, and hence take measured risks.

Kelley's discussion of brainstorming is intriguing. How many have heard our colleagues say they brainstorm? Some have, some have not. Chances are, those who brainstorm probably don't do it frequently or successfully enough, claims Kelley. One behavior observed during brainstorming sessions is the tendency to debate and critique ideas. This limits the number of ideas generated as people are less inclined to offer opinions if they have to defend them. Kelley argues that the primary objective of brainstorming is the quantity of ideas. At IDEO, a good session lasts for one hour and can result in 100 ideas!

When we think about prototyping, we typically think only in terms of technology. IDEO thinks about prototyping as a generic problem-solving capability. In fact, they believe so strongly in prototyping that it is a deep part of their culture and language. They view it as a mandatory step to learn because that is how they change how they act or behave from the status quo to something new. IDEO uses the prototyping philosophy to fail as quickly as possible so they can succeed sooner. This may seem counterintuitive, but it is not. What seems a key success attribute for IDEO is how they view unexpected events during the innovative process. They approach projects with the attitude that answers to questions that may come from the places they least expect, so they are open to new possibilities.

IDEO realizes that even if they create something innovative, the new product may not fit the user's expectations. This may lead to a slow adoption of innovative ideas. Kelley believes that people react negatively to change because of faulty assumptions they make about the purpose of the innovative idea. For example, while the Palm V personal digital assistant was a success, early predecessors were not because it was thought these devices were replacing the personal computer functionality. The Palm V was successful because it provided a complimentary capability to the PC, not a replacement for it. This notion of not understanding the reason behind something new is a widespread pitfall; we should be more cognizant of the purposes behind new things.

Overall, I found "The Art of Innovation" to be very relevant for everything we do at DIA. Pick up a copy and let "innovation" work for you!

The Knowledge Lab purchased 30 copies of "The Art of Innovation" and gave a number of them to lab volunteers, but a few copies still remain. If you are interested in receiving one, please contact Zeke Wolfberg at (202) 231-6449.

A Unity of Effort

By CSM Terence R. McConnell, EA

The theme for the DIA 2006 Annual Dining Out was A Unity of Effort. The event was hosted by DIA's Top 3 Association, an orgainization of military service members in the pay grades of E-7 through E-9. A unity of effort was reflected as more than 214 military and civilian guests ranging from the most junior enlisted to very senior civilians were in attendance. The guest speaker was DIA's Director LTG Michael D. Maples.

The night began with a social hour of mingling and relaxed conversations among the members of the mess. The official program commenced with the arrival of the official party, posting of the colors and singing of the national anthem by TSgt Emma Young. Guiding the evening's activities was MSgt Anthony Smith, the master of ceremonies, and the mistress of ceremonies, SSG Sonja Williams who narrated a tribute to our fallen comrades, prisoners of war and those missing in action. CPO Greg Tilley and SGT Eligia Smith, mister and madame vices, not only unleashed their comedic talents but also acted rulers of the "Grog." The senior enlisted members of DIA's represented services finalized the symbolic brewing of the ceremonial Grog, which encompasses the old age customs of sharing with the history of a unit. This night the Grog held many victims.

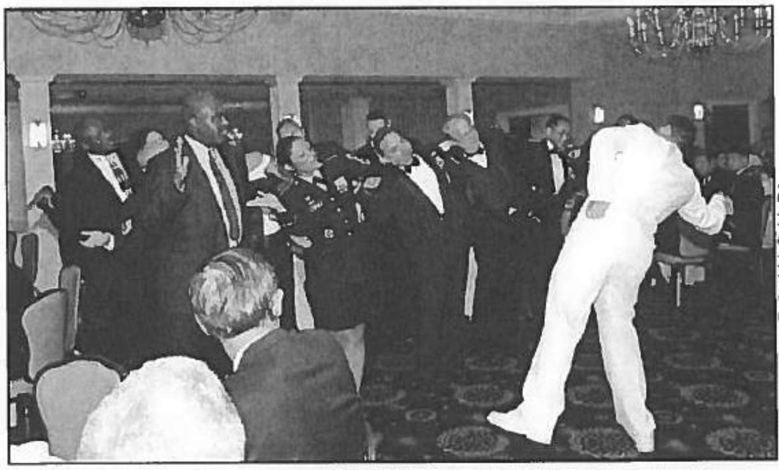


Photo by SSgt Jera T. Stubblefield, DA

Led by CPO Greg Tilley, members of the mess provide special entertainment. Their rendition of, "I'm a Litle Tea Pot," was superb.

After a short intermission, Maples reminded the guests of DIA's vital mission and thanked everyone for their contributions and hard work in supporting excellence in defense of the nation.

Even though the night was filled with military tradition and protocol, our military and civilian personnel came together in an environment filled with camaraderie, fun and total involvement. The same ethos found in DIA's workplace — a true unity of effort!

Meet DIA's German Liaison: ARMY COL. PETER FUEHRES

By the Office of International Engagement, IE

Photo submitted by IE

Col. Peter Fuehres, German military intelligence liaison officer to DIA.

"Sprechen sie Deutsch?" If so, next time you see the German military intelligence liaison officer at DIA, introduce yourself and engage him in conversation. If not, "keines problem," German Army Col. Peter Fuehres speaks fluent English and is friendly and approachable. The same is true of his military assistant, Sgt. Maj. Asim Asis.

Since 1982, DIA has had a German military liaison intelligence officer in the DIAC, and although the Office of International Engagement (IE) oversees the relationship between DIA and the German armed forces military intelligence community, it is Dr. John Stamatakos, International Programs (DI-OS2), and his staff that provide routine support to Fuehres' office.

German forces deployed as of August 2006:

Afghanistan	ISAF	~3500
Kosovo	KFOR	~3500
Bosnia	EUFOR	~900
Operation Enduring Freedom	OEF	~300
Democratic Republic of the Congo	EUFOR RD	~800

Born in Aldenhoven, Germany, in the state of North Rhine Westfalia, Fuehres joined the German Army in 1977 and began his officer training. He completed a master's degree in psychology and education in 1984 before assuming company command in 1988. After completing the German Armed Forces Command and General Staff Course in Hamburg, Fuehres served as the chief Balkans analyst in the German Armed Forces Intelligence Office. It was during Fuehres following job, between 1995 and 1999, that he met then BG Michael Maples, who was the deputy chief of staff for operations and intelligence at the Allied Command Europe Rapid Reaction Corps in Rheindahlen, Germany. After commanding an amphibious engineer battalion and serving as the deputy for intelligence in the Armed Forces Staff Intelligence Directorate in Bonn, Fuehres went to London to serve as the German exchange officer on the British armed forces general staff.

Fuehres arrived in Washington in August 2005 where he maintains an office in the DIAC and in Reston, Va. In his role as the central liaison element between the German and U.S. defense intelligence community, and the permanent representative of the director of the German military intelligence community at DIA, much of Fuehres' work is focused on supporting more than 10,000 German soldiers, sailors and airmen that are deployed throughout the world in support of a multitude of operations — which is illustrated in the accompanying textbox.

Fuehres, his wife Petra and their two children live in Vienna, Va. While not at work, Fuehres enjoys riding horses, shooting, listening to music and studying history. So next time you see Fuehres, say "Guten tag!"

What is DIA's Privacy Office Doing to SAFEGUARD PERSONALLY IDENTIFIABLE INFORMATION?

By the Privacy Office, DA

The recent Department of Veterans Affairs incident involving the loss of personal data has served as a wake-up call for all agencies to review their effectiveness at protecting employees' personal information. The Privacy Office, on behalf of the chief privacy officer, vice deputy for administration, Kristi Waschull, is responsible for providing policy and guidance to protect employee privacy. The DIA Privacy Office is working to safeguard your personally identifiable information (PII) and has accomplished the following:

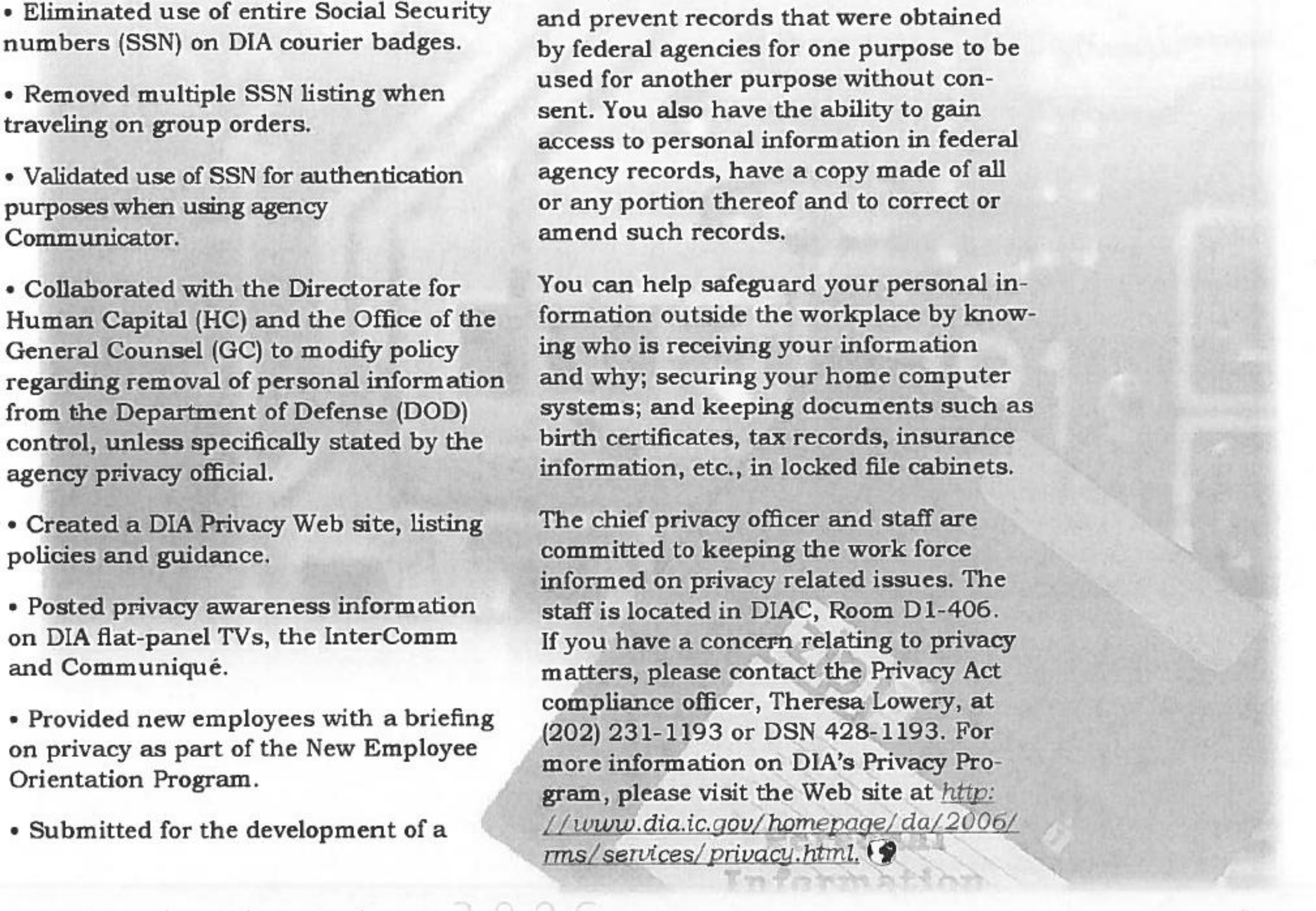
- Eliminated use of entire Social Security numbers (SSN) on DIA courier badges.
- Removed multiple SSN listing when traveling on group orders.
- Validated use of SSN for authentication purposes when using agency Communicator.
- Collaborated with the Directorate for Human Capital (HC) and the Office of the General Counsel (GC) to modify policy regarding removal of personal information from the Department of Defense (DOD) control, unless specifically stated by the agency privacy official.
- Created a DIA Privacy Web site, listing policies and guidance.
- Posted privacy awareness information on DIA flat-panel TVs, the InterComm and Communiqué.
- Provided new employees with a briefing on privacy as part of the New Employee Orientation Program.
- Submitted for the development of a Joint Intelligence Virtual University (JIVU) Privacy Course for agency personnel.

DIA is also modifying all agency-level policies consistent with Privacy Act, DOD and Office of Management and Budget guidance; collaborating with the agency's chief information officer (CIO) on technical issues; and educating DIA personnel on proper handling of PII.

In regard to personal information that DIA, or any other federal agency, might collect, what are your rights? You have a right to know which records are collected, maintained, used or disseminated; and prevent records that were obtained by federal agencies for one purpose to be used for another purpose without consent. You also have the ability to gain access to personal information in federal agency records, have a copy made of all or any portion thereof and to correct or amend such records.

You can help safeguard your personal information outside the workplace by knowing who is receiving your information and why; securing your home computer systems; and keeping documents such as birth certificates, tax records, insurance information, etc., in locked file cabinets.

The chief privacy officer and staff are committed to keeping the work force informed on privacy related issues. The staff is located in DIAC, Room D1-406. If you have a concern relating to privacy matters, please contact the Privacy Act compliance officer, Theresa Lowery, at (202) 231-1193 or DSN 428-1193. For more information on DIA's Privacy Program, please visit the Web site at *http://www.dia.ic.gov/homepage/da/2006/rms/services/privacy.html.*



The IC's New Strategic Human Capital Plan: TOWARD A NATIONAL INTELLIGENCE 'SERVICE'

By Schira Tate-Madan, ODNI

We live in a complicated and dangerous world. The 21st century demands that those who serve in the agencies of the U.S. intelligence community (IC), both military and civilian, be capable of rapidly collecting and analyzing intelligence in a threat environment that is becoming exponentially more complex, volatile and interconnected. The National Intelligence Strategy (NIS) — an unclassified document that translates the Office of the Director of National Intelligence's (ODNI) priorities into specific actions, or "enterprise objectives" — recognizes the importance of our people. Enterprise Objective 4 charges the IC to improve management of IC human resources (HR) by "attracting, engaging and unifying an innovative and results-focused IC work force."

> "This Five-Year Strategic Human Capital Plan will underpin the intelligence community's ongoing transformation ... much of that transformation will depend on how wisely and well we develop and deploy our human capital."
>
> John D. Negroponte
> Director of National Intelligence

The 9/11 and Weapons of Mass Destruction commissions found that the IC needed to significantly improve the way it managed its HR, and advocated a much stronger, community-wide focus in this regard. In addition, the Intelligence Reform and Terrorism Prevention Act specifically charged the director of national intelligence (DNI) with ensuring the IC work force is sufficiently talented, trained, diverse and "joint" to accomplish our critical national security mission. To meet Enterprise Objective 4 and address the call for reform, the ODNI's Chief Human Capital Officer's Council developed the first IC Strategic Human Capital Plan with innovative and far-reaching human capital initiatives designed to bring about the IC's transformation and ensure that the community has a diverse work force that is second to none.

The IC's Strategic Human Capital Plan is the implementation plan for NIS Enterprise Objective 4. The plan's five-year strategy establishes three broad goals designed to ensure that the IC and its components are able to:

Build an Agile, "All-Source" Work Force: Identify, plan for and effectively integrate military, civilian and contractor manpower requirements.

Win the War for Talent: Recruit, train, develop, motivate and retain top talent to meet those requirements.

Create a Culture of Leadership at All Levels: Develop a strong IC culture supported by a senior leadership corps that can instill a common IC ethos based on shared values and mission.

IC Strategic Human Capital Plan Goals & Key Initiatives

***GOAL 1* Build an Agile, "All-Source" Work Force**	***GOAL 2* Win the War for Talent**	***GOAL 3* Create a Culture of Leadership at All Levels**
Inventory of contractor personnel engaged in "core" IC mission-support work, as a basis for establishing more cost-effective mix of civilian, military and contractor personnel.	Expansion of IC's recruiting by deploying "corporate" campus recruiting teams, exploiting Web-based technology and sharing applicant resumes.	Administration of the first IC-wide employee climate survey, to assess employee satisfaction and drive IC-wide and component-specific improvement plans.
Testing and deployment of computer-based work force planning system to provide greater rigor in planning, programming and budgeting for HR requirements.	Development of common market-sensitive/performance-based pay system for IC civilian employees that rewards performance, not just longevity.	Implementation of IC civilian "joint duty" program that requires rotations between components and/or the ODNI as a prerequisite to senior promotions.
Development IC-wide HR inventory that compares employee skills against overall work force requirements to identify critical competency gaps (Analytic Resource Catalog represents the initial prototype).	Establishment of a National Intelligence University to coordinate and optimize technical and professional training across the IC.	Establishment of "personal performance agreements" between the DNI and agency heads, and between agency heads and their senior leadership teams, to ensure individual accountability and alignment in the execution of NIS.
Establishment of the National Intelligence Reserve Corps (NIRC) of former IC leaders, technical experts and professionals to augment full-time, permanent work force.	Assistance — financial and technical— to minority-serving institutions that offer degrees in critical disciplines and produce graduates.	Identification of common, IC-wide leadership competencies that will drive selection, evaluation, promotion and compensation of the community's senior officer cadre.
Development and deployment of IC-wide HR information "warehouse" to enable the DNI to assess the state of the work force in real-time.		Development of a comprehensive joint leadership development curriculum that ensures all managers and executives have the skills necessary to lead.

The box above summarizes the goals outlined in the plan and some of the initiatives being undertaken to meet them.

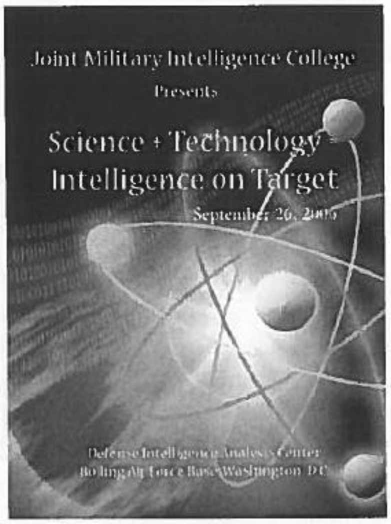
The Strategic Human Capital Plan charts a navigable course from present to future — an IC transformed under the umbrella of a national intelligence "service," integrated by shared values and a common ethos, and aligned by supporting human capital policies and systems that balance community-wide coherence with the need for agency, and departmental, flexibility and focus. If the plan is to achieve its ends and the transformation is to be realized, then the DNI will require the commitment of every one of the IC's components and departments, their senior leaders and managers, and employees and military members to follow suit to make this plan actionable.

You may read the IC Strategic Human Capital Plan, and a plan summary, on the DNI's internal Web site at http://chco.dni.ic.gov.

An Integrated Intelligence Community?
THE JOINT MILITARY INTELLIGENCE COLLEGE LEADS THE WAY

By Dr. Terry J. Domzal, MC

The incoming class of 2007 at the Joint Military Intelligence College (JMIC) represents the broadest spectrum of students from the intelligence community (IC) and services in the college's history. Student applications have nearly doubled for this academic year, with the largest growth segment from the Army and FBI.


Joint Military Intelligence College
Presents
Science + Technology =
Intelligence on Target
September 26, 2006
Defense Intelligence Analysis Center
Bolling Air Force Base, Washington DC

JMIC has the dual mission to educate military and civilian intelligence professionals, as well as those seeking to become intelligence professionals, and to conduct and disseminate intelligence-related research. The college awards both a Bachelor of Science in Intelligence and a Master of Science in Strategic Intelligence (MSSI), accredited by the Middle States Commission on Higher Education (MSCHE). JMIC is also a member of the Consortium of Universities of the Washington Metropolitan Area.

JMIC's strategic plan charts a course to serve more effectively than ever as the IC's flagship, degree-granting research and outreach institution. The strategic plan integrates the National Intelligence Strategy (NIS), the tenets of defense intelligence transformation and DIA's Strategic Plan, while fulfilling the requirements of our Middle States Standards of Excellence.

With five mission and 10 enterprise objectives of the NIS defining the new concept of "national intelligence," the college's focus is on curricula, research and outreach programs that demonstrate the greatest value and impact to our stakeholders. While JMIC serves the IC, Middle States Characteristics of Excellence ensure that the college's mission is appropriate to higher education. JMIC has already begun decennial self-study for reaffirmation of its regional accreditation by MSCHE. This process highlights the importance of institutional planning, resource allocation and performance measurement.

Through its centers, JMIC also sponsors and co-sponsors events that bring intelligence professionals from many countries and levels of responsibility together to discuss current issues, lessons learned and the way forward.

The Center for Strategic Intelligence Research

The Center for Strategic Intelligence Research has enabled JMIC to move beyond the research carried out by students and faculty, to include research fellows from the services, IC and beyond who devote a full year to research and writing; with the goal of a published piece on an intelligence-related issue. This year, the center added a virtual fellow, a crime analyst with the Buffalo New York Police Department. Her book, "Out of Bounds: Innovation and Change in Law Enforcement Analysis," informs the lager community of federal-level government agencies, including law enforcement and national security, about analytical capacities existing in local and state levels of law enforcement. The monograph, "Critical Thinking and Intelligence Analysis," published in May, highlights new ways of thinking about the analytic profession. This coming year, the Center for Strategic Intelligence Research

will have three additional JMIC research fellows, selected in partnership with the Office of the Director of National Intelligence (ODNI).

The Center for External and International Programs

In March, the Center for External and International Programs hosted a symposium on Black and Caspian seas regional security issues, co-chaired by DIA's director, LTG Michael Maples, and the new national security advisor to the president of Romania. The military intelligence chiefs from all the Black and Caspian seas nations, or their representatives, discussed pragmatic ways to increase regional cooperation. The center also hosted its fifth annual International Intelligence Fellows Program, focused on regional perspectives on intelligence and security. Representatives from Latin American intelligence agencies collaborated to articulate a vision for regional cooperation in Latin America. The full proceedings will be published in the "International Intelligence Forum," a JMIC publication devoted to international engagement. The Center for External and International Programs is also hosting the college's annual conference with this year's theme being, Science and Technology = Intelligence on Target.

The Defense Intelligence Agency Scholars Program

The DIA Scholars Program continues to thrive as a recruitment incentive for entering professionals seeking a career in defense intelligence. During their first year with DIA, scholars enroll in the MSSI degree program at JMIC. Among the incoming class of 10 scholars, five have already earned a master's and one is a Ph.D. candidate. Collectively their languages include Arabic, Mandarin, Farsi, Greek and French.

Student Research With IC Impact

JMIC, through its master's degree program, continues to generate many detailed evaluations of IC programs, processes and hot-button topics. Each year, master's degree candidates grapple systematically with problems and issues that they have experienced firsthand in their career assignments, as they write a substantial thesis. Nearly all thesis authors are well-experienced, mid-career military and civilian intelligence professionals. The college's classified lessons learned compilation documents authors' products to continually update a bank of information, knowledge and perhaps even wisdom that is unequalled in depth and scope anywhere inside, or outside, the community. Most of the theses are also available online to all JWICS users.

One of JMIC's greatest strengths is the opportunity it offers the postgraduate students to conduct their research, when appropriate, at the highest levels of national security classification. The top secret book, "Underway — Making Way," presents path-finding research by six Coast Guard master's candidates on intelligence issues of critical importance to the Coast Guard's future capabilities in defending the homeland and fighting the Global War on Terrorism. The book showcases the scholarship, professionalism and very real contributions that MSSI theses make to the priority of national security needs of the nation.

The spotlight on intelligence reform has illuminated the critical role JMIC has in contributing to building a fully integrated IC. JMIC's degree and research programs promote the expansion of ideas and integrated solutions to new and emerging intelligence and national security challenges. Students work together to understand intelligence issues in an increasingly global context. Collaboration among students who come from every part of the national intelligence and homeland security communities is a hallmark of JMIC's culture. Graduates quickly gain an appreciation for developing deeper analytical and creative problem-solving abilities, while building a network of friendships that reinforce an integrated IC.

Foreign Language Skills in DEMAND

By Eric P. Hammersen, HC

In January, President Bush launched the National Security Language Initiative (NSLI), designed to increase the number of Americans learning critical-need foreign languages such as Arabic, Chinese, Russian, Hindi and Farsi. The secretaries of state, education and defense, and the Director of National Intelligence (DNI) developed NSLI to expand U.S. foreign language education from kindergarten through college and into the work force.

NSLI has three broad goals: expand the number of Americans mastering critical-need languages, starting at a younger age; increase the number of advanced-level speakers of foreign languages, with an emphasis on critical-need languages; and increase the number of foreign language teachers and resources.

DOD's 2006 Quadrennial Defense Review Report details the need for and value of people who are skilled in foreign languages. "The department must dramatically increase the number of personnel proficient in key languages such as Arabic, Farsi and Chinese and make these languages available at all levels of action and decision — from the strategic to the tactical."

Foreign language learning supports our national security, diplomacy, law enforcement, intelligence capabilities and cultural understanding. DIA is taking a variety of steps to meet the increasing requirements for foreign language skills and enhance regional and cultural expertise within the entire work force — as mandated by the Office of the Secretary of Defense and DNI. The DIA Strategic Plan supports the Department of Defense (DOD) and DNI's priorities, goals and objectives by recruiting, training and retaining skilled employees, resulting in the agency having a robust foreign language capability.

Last spring, DIA stood up the Foreign Language Management Office (HC-FL) in the Directorate for Human Capital (HC) to provide centralized management for the agency's foreign language programs and to update and revise DIA's foreign language policies. DIA offers opportunities for language maintenance training for individuals who are already proficient in a language and enhancement training for those who need to move to the next skill level. In addition, DIA also offers virtual and distant learning tools that assist the new student in developing basic language skills.

"The limits of your language are the limits of your world."

— Ludwig Wittgenstein, Austrian philosopher

Over time, HC-FL will offer a full range of foreign language proficiency testing. As the new version of the Defense Language Proficiency Test, DLPT 5, becomes the test of record, the upper-level range of listening and reading proficiencies can be measured. Eventually, all DLPTs that measure listening and reading will be computer delivered. HC-FL currently administers oral proficiency interviews and expects to have an initial operating capability for DLPTs by the end of 2006.

For more information on foreign language training and testing, visit the HC-FL Web site at http://hc.dia.ic.gov/homepage/hc/hc_fl/FL_index.html.

Changing Behaviors to Increase DIA's BANG FOR THE BUCK

By the Office of the Chief of Staff, CS

Changes in organizations begin with transforming individual behavior and how individuals work. Pilots like Fast Learning, Critical Discourse and Fresh Look result in new work behaviors that help improve overall mission effectiveness by exposing employees to new ways of thinking, learning and collaborating.

"I work with three people who have been involved in these activities, and they come back to the workplace with improved techniques and tools, along with a better understanding of other analysts and how they do their work," said Rich Lilly, Directorate for Analysis (DI). DIA's Knowledge Lab sponsors those activities and continues to test new areas with projects to further improve how we continuously sense, respond, integrate and adapt.

Participants learn how to look at problems differently and think "outside the box" in the Full-Spectrum Analysis (FSA) Pilots. Lindy Gunderson, DI, participated in the first FSA Pilot and stated that she found the concepts learned in FSA to be useful.

"A few days ago I was analyzing a problem, and went to the questions on the 'Sun Tzu/Boyd' cards that [FSA] provided to try to think of angles that I wasn't covering," said Gunderson. "It is a really helpful resource!"

FSA 2 is about to launch with a new curriculum that builds on lessons learned in applying resources from the first FSA Pilot.

In the Critical Discourse Pilots, participants discover how to ask better questions in order to have more effective conversations. Participants of the first Critical Discourse class were invigorated and felt their eyes were opened to new ways of listening and understanding other peoples' perspectives.

"I shared the article on 'Teaching Smart People How to Learn' and their reaction was as strong as mine — wow" said Ann Griffith, DI. Members of the first Critical Discourse class shared their experiences and continue to use materials and practices learned, as well as influencing participants of the next set of classes.

The Fast Learning Pilot helps individuals find "shortcuts" to knowledge. This activity captures the tacit knowledge that people gain when they carry-out complex and repeatable processes to help those doing the same tasks later. This enables learning and applying the lessons learned from those previously performing the same tasks so others can improve the speed and effectiveness of the process. As reported in the recent special publication, Deploying Our Talent, when the Office of Operations' (OP) leadership looked for ways to address the problems facing deploying employees, Bob Rieghard, OP, said they decided to institute fast learning. Since the deployment process requires each group of deployees

to repeat the same basic steps, fast learning was a perfect way to capture lessons from previous deployees to improve the experiences of future deployees. According to Rieghard, changes to the deployment process resulting from applying fast learning include the creation of standard operating procedures for personal emergency notification and the development of a deployed supervisor training program. In a new pilot, Common Ground, fast learning will be applied to help interns adapt better and faster in order to gain more from their experiences and heighten their interest in remaining with DIA.

Full-Spectrum analysts challenge their own thinking by asking specific questions about their hypotheses and data from different perspectives. Participants in the Full-Spectrum Analysis Pilot Program uses questions from Sun Tzu, or strategist Col John Boyd, that match 52 playing cards. The Tzu cards ask questions about the ground, strategy, allies and the Army. The Boyd cards ask about observation, orientation, decision-making and action.

Questions from the Tzu cards:

- From the queen of diamonds, the analyst asks what are the analogs of defiles, open areas, rivers and mountains here?
- From the jack of diamonds, what does the environment easily mask or make visible?

Question from the Boyd cards:

- What am I seeing that I expect to see, and why do I expect to see it?

Another pilot, Fresh Look, teaches new analytic processes for solving hard problems by employing multiple approaches and capabilities to organize around those problems. John Hiett, DI, said the Fresh Look Pilot addressed basic gaps he had understanding other analysts and how they approach their work. Lilly, Hiett's supervisor, said closing those gaps helps Hiett in the workplace be more aware of how other analysts "look at things as fundamental as, for example, what 'integration' means to all." Fresh Look participants have moved on to other projects to help improve DIA's mission capabilities. For example, in Project Alexander, team members are applying the practices learned and experiences gained from both the Fresh Look and Critical Discourse pilots to move from operating as an entire team at one location, to working effectively while dispersed and virtual.

New projects and pilots, like Bridging the Gap, will build on prior activities to continue to strengthen individual skills and improve analytic capabilities. This new pilot will help provide better ways to absorb knowledge.

"Each culture has its own 'grammar,'" organizational consultant Barry Camson said. "When we have little understanding of the grammar of the other, it will be difficult for us to understand, appreciate or absorb their cultural knowledge, which in turn makes it more difficult to absorb the content or intelligence coming out of that culture."

Camson goes on to say that "the challenge is to develop specific attitudes and competencies, such as noticing the behavior of others; being open to novel, unfamiliar behavior without evaluation; noticing subtle cues in body language, actions, words and behaviors of others; and seeing the situation from multiple perspectives." Bridging the Gap will teach participants how to develop these attitudes and competencies.

Another pilot, Collaborating Across Boundaries, will help individuals better understand knowledge-worker behaviors and provide methods that allow improved collaboration. Results from Collaborating Across Boundaries Pilot will come from the observations and data collection done at DIA by anthropologist Dr. Laura McNamara. McNamara observed analysts at work for extended periods, taking notes on their actions and interactions as they did their jobs. Later, in interviews, McNamara followed up to learn why they made the choices they did.

"Information really flows through informal social networks almost in spite of the formal systems and processes," said McNamara. "It works because people find ways to make it work.

"By understanding their work," she continued, "we can introduce technology

and non-technology innovations that will address the challenges they face every day." Based on her analysis of this data, McNamara can describe how information actually flows through the organization and how analysts do their jobs in order to develop improved capabilities and generate actionable ideas to help analysts collaborate better in their work environment.

Projects and activities working to change individual behaviors seek to help DIA improve mission performance in many ways, from advancing individual analytic capabilities, to strengthening the overall skills and knowledge of the work force. All of the Knowledge Lab's activities work together to help DIA apply resources in a way that achieves the greatest impact. This helps DIA improve intelligence operations and impacts our most important resource — people — by attracting others to learn and be a part of this success story.

In a Public Speaking Jam? Toastmasters is your 'bread and butter' to SUCCESSFUL COMMUNICATION

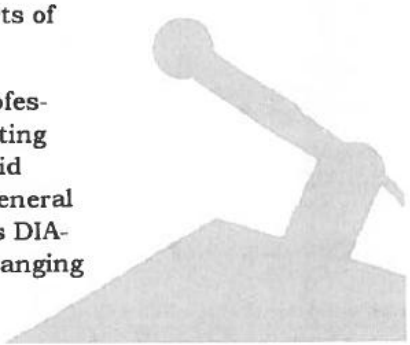
By Katie A. Bioty, CP

You walk slowly to the podium. Your left hand grips the podium as your right pulls the microphone closer to your mouth. You take a breath and shuffle the note cards in preparation for the big moment, but nothing comes out.

It happens a lot, but it should not happen to you. To knock their socks off the "right" way next time, join DIA's "DIALoguers Toastmasters!"

DIALoguers Toastmasters is a member club of Toastmasters International, an organization promoting success strategies for people worldwide in the areas of written and oral communication skills and leadership. Established Oct. 22, 1924, by Dr. Ralph C. Smedley, Toastmasters International was born from the idea of helping others speak and communicate more effectively. To this day, more than 3 million men and women of all ages have benefited from Toastmasters International training. In addition, more than 1,000 corporations, community groups, universities, associations and government agencies now depend on the training and skills Toastmasters International and its member clubs provide their personnel. The organization boasts a famous membership to include Tim Allen, actor and star of the television series "Home Improvement;" Peter Coors, president of the brewing division of the Adolph Coors Co.; and Republican Sen. Pat Roberts of Kansas.

Toastmasters International is a "professional organization geared at impacting the world, one person at a time," said MAJ Yvonne Breece, Office of the General Counsel (GC) and president of DIA's DIALoguers Toastmasters. "It's a life changing type of organization."



It is a well-known fact that effective communication skills are a core competency at DIA. Verbal and written skills must be no less than exceptional. DIALoguers Toastmasters work to improve communication skills for personnel of all levels within the agency, even at the most senior level.

"It is not uncommon to listen to someone regardless of rank, grade or position, stutter over words, lose impact in deliverance due to the inability to speak on the moment or fail to take advantage of "wooing" the audience due to lack of voice inflection or presence," said Breece. "It's a great tool for managers and supervisors."

Photo by Murray C. Milton, DA

MAJ Yvonne Breece was the master of ceremonies at the Army's 231st birthday ceremony.

DIA's DIALoguers Toastmasters meet twice a month — each first and third Wednesday — from 11:30 a.m. to 12:30 p.m. Sessions include, but are not limited to, exercises such as "table topics," where a person gives a one to two-minute speech on a random topic given at the last minute. Speaking "on the fly" allows members to practice their skills, with a soft place to fall if needed.

"It is an opportunity to make mistakes before a friendly group of people focused on helping you succeed so you won't make mistakes in front of critics, looking to count your flaws," noted Breece.

Many feel club sessions provide a mutually supportive and positive learning environment for every DIA employee to develop communication and leadership skills, which in turn foster self-confidence and personal growth.

"I have gained greater confidence as a public speaker, team leader and facilitator," said Lucille Cuffey, Directorate for Human Capital's Center for Leadership and Professional Development (HCL-2), and member of DIALoguers Toastmasters. "I get constructive feedback and opportunities to develop and use my leadership skills."

As the president of DIA's DIALoguers Toastmasters, Breece hopes to spread awareness of the club and its benefits throughout the agency. A Toastmaster for more than seven years, Breece knows the importance of using first-rate communication skills within DIA and throughout the intelligence community.

"As an intelligence organization, supporter to the warfighter and intelligence community, member of the Department of Defense, and regular contributor to national-level security, it is important — imperative — to obtain and maintain excellent communication skills," said Breece.

So, next time, grab a piece of "toast" before your next speech, presentation or brief. Achieve excellence by choice; and remember, DIALoguers Toastmasters is the breakfast of communications champions!

To learn more about the DIALoguers Toastmasters, or to inquire about membership, please contact Breece at (703) 697-3945 or by NIPRnet e-mail at Yvonne.Breece@dia.mil.

Human Capital MAXIMIZES Civilian Hiring Process

By Mika J. Cross and Kimberly Kinney, HC

A few of the drivers behind improvements being made in the hiring and staffing process at DIA include building a diverse, all-source work force in a highly competitive market, leveraging technology to our advantage, and improving partnerships.

The Directorate for Human Capital (HC), in conjunction with the chief of staff's Lean Six Sigma Team, has developed new staffing procedures that will improve the equity, quality and timeliness of the hiring process for employees from entry level to GG-15. These changes will bring DIA closer to fulfilling the human capital goals and objectives outlined in the Office of the Director of National Intelligence's National Intelligence Strategy and DIA's Strategic Plan, both of which call upon the intelligence community to attract and engage a diverse, innovative work force.

Beginning Oct. 1, the entry and senior level hiring boards will change as follows:

- **Deputy directors' ability to interview entry-level candidates:** The Agency Entry-Level Board will become the Agency Entry Level Panel (AELP). AELP will continue to be centrally managed, but applications selected by panel members will be identified and forwarded to the deputy directors for optional interviews. Additional subject-matter experts (SMEs) will be invited to the panel to review applications for highly technical positions to ensure the best job fit possible. The panel will continue to meet monthly.

- **Senior-level hiring decentralized:** The GG-13 through15 level Agency Evaluation Board will be replaced by Applicant Review Panels (ARPs). Under this construct, a vacancy announcement that attracts

> "The revamped hiring process is built on the principle of partnership and designed to ensure we as an agency are able to attract, hire and retain top talent to perform the agency's mission."
>
> — John S. Allison, deputy director for human capital

10 or fewer applications will go directly to the selecting official, who can make a selection or elect to hold a panel. Eleven or more eligible applications will automatically trigger an ARP. Deputy directors will schedule and hold panels, which will comprise an HC advisor and SMEs from across DIA. This targeted use of subject-matter expertise will increase applicant fit and provide deputy directors with greater control over the staffing process.

In addition to providing training to individuals designated to serve on the panels, HC, and the offices of the Inspector General (IG) and Equal Opportunity (EO) will continue to play advisory roles to ensure the process is fair and transparent.

Process improvements scheduled to be in place by early next year include:

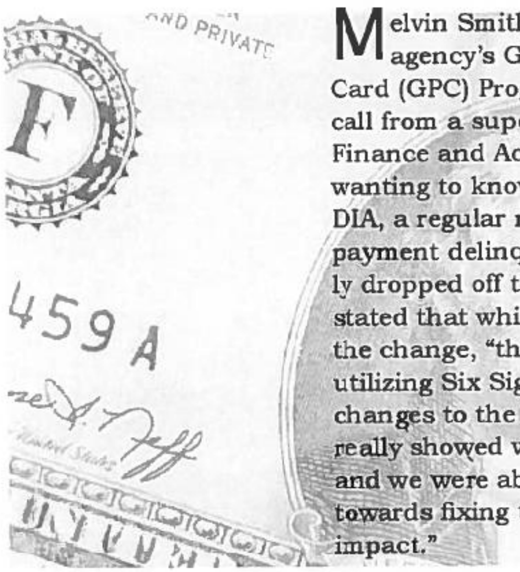
- Clear and consistent staffing guidance outlined in the Merit Placement Plan.
- Shorter, more accurate vacancy announcements.
- Expanded use of hiring flexibilities, including targeted recruiting.
- Improved automation support through a new applicant database hosted on JWICS, SIPRNet and NIPRNet.

HC will continue to measure the new staffing processes to ensure an improvement in timeliness and the quality of hires, and that diversity goals are being maintained.

For more information about the updated civilian hiring process, please contact Jerry Mraz, HC, at (202) 231-2345.

Six Sigma Pays Off ... LITERALLY

By Christopher L. Diez, CS



Melvin Smith, the director of the agency's Government Purchase Card (GPC) Program, recently received a call from a supervisor with the Defense Finance and Accounting Service (DFAS) wanting to know what had happened. DIA, a regular near the top of the DFAS payment delinquency report, had suddenly dropped off the report altogether. Smith stated that while many factors influenced the change, "the biggest contribution was utilizing Six Sigma to evaluate and make changes to the current process. The data really showed where we had problems and we were able to focus our energies towards fixing the ones with the greatest impact."

The GPC process was identified as a Six Sigma project and assigned to Chris Diez, a Six Sigma Black Belt in the Chief of Staff Performance Management Group (CS-3). In addition to Diez and Smith, the other core team members were William Thomas and Delores Matthews, Office of the Acquisition Executive Acquisition Policy and Outreach Office (AE-1), and Wayne Washington, Office of the Chief Financial Executive Finance and Accounting Office (FE-2E). The team settled on a problem statement, agreeing that it took too long for the agency to process the GPC statements until the time they are sent by FE-2E to the National Security Agency (NSA) for processing and rebate.

After defining the problem, the next stage was documenting the current processes and gathering data on the performance. To do this, team meetings were held with billing officials to capture relevant requirements and document current processes throughout DIA. They discovered that the rebate amount is directly proportional to the speed in which the payment is received by the bank from NSA. Based on this research data from AE and FE, DIA was receiving the absolute minimum of rebate from GPC purchases due to the amount of time it took to process the payment.

To encourage the government to make their payments sooner rather than later, a monetary rebate is offered by the bank. The rebate amount is detrmined by the amount spent on the GPC. The rebate is then decreased by a certain percentage every day until the payement is made.

Concurrent to the Six Sigma project, there were initiatives already underway to improve the timeliness of processing GPC statements. These changes were identified and included into the process flow. Next, the data the team collected steered them to look at areas that would provide the biggest return for investment. Further, analysis showed that the root causes for late payments were lack of an effective tracking mechanism, inadequate cardholder and billing official education, and non-adherence to policies and procedures. Although outside the scope of the project, the data revealed significant variation with the speed that NSA was processing DIA payments, which also impacted the amount of rebate the agency received. This discovery was shared with NSA and a mechanism was established to monitor their processing time to evaluate their efficiency.

As these issues were identified and mitigated, DIA's rebate amount went from an average of $1,564 per million spent in fiscal year 2005, to $4,540 per million in the first two quarters of fiscal year 2006. Another way to look at it is in fiscal year 2005, the agency spent $39 million and received a rebate of $61,000. In the second quarter of fiscal year 2006 alone, DIA spent $7.2 million and received a rebate of $42,970. To maintain and control the success of the project, AE is developing a standard operating procedure in conjunction with FE policy that captures the process flow and establishes control mechanisms to ensure process adherence.

Rebate Versus Spend Analysis

	AMOUNT SPENT VIA GPC	REBATE PER MILLION	TOTAL REBATE	REBATE POTENTIAL
FY02	$20 MILLION	$1,279	$25,595	$98,400
FY03	$30 MILLION	$1,950	$58,512	$246,000
FY04	$38 MILLION	$1,987	$75,524	$311,600
FY05	$39 MILLION	$1,564	$61,000	$319,800
FY06 (YTD)	**$12 MILLION**	**$4,578**	**$54,943**	**$100,430**
1QTR	$4.9 MILLION	$2,443	$11,973	$40,670
2QTR	$7.2 MILLION	$5,968	$42,970	$59,760

Smith, who was initially skeptical of Six Sigma, is a recent graduate of the DIA Six Sigma Green Belt Course, held monthly at the DIAC.

"I started to dream about processes and data and how they interact, so I decided to take the course," said Smith. "It really is a culture change and I find myself constantly thinking about improving processes, not only at work but around the house." This is exactly the type of attitude and mentality that CS-3 wants to instill throughout DIA.

Protecting Our Resource Investment:
How PERSONNEL SECURITY Ensures the Loyalty and Integrity of Our Work Force

By Karl C. Glasbrenner, DA

Getting hired as a new employee of a U.S. intelligence agency, such as DIA, differs greatly from most private sector jobs. Personnel seeking employment with the intelligence community require the highest levels of security clearances and access to extremely sensitive information.

13 ADJUDICATION STANDARDS

ALLEGIANCE TO THE UNITED STATES
FOREIGN INFLUENCE
FOREIGN PREFERENCE
SEXUAL BEHAVIOR
PERSONAL CONDUCT
FINANCIAL CONSIDERATIONS
ALCOHOL CONSUMPTION
DRUG INVOLVEMENT
PSYCHOLOGICAL CONDITIONS
CRIMINAL CONDUCT
HANDLING PROTECTED INFORMATION
OUTSIDE ACTIVITIES
USE OF INFORMATION TECHNOLOGY SYSTEMS

Access to sensitive compartmented information (SCI) requires favorable adjudication of a U.S. government-conducted or sponsored Single Scope Background Investigation (SSBI). An SSBI includes official record checks of an individual's birth, naturalization, education, law violations, arrests, convictions, foreign travel, financial credit worthiness, marriage, divorce and citizenship status of the applicant's immediate family members and any cohabitants. It also includes a personal interview with the applicant and interviews of neighbors, co-workers, supervisors, employers and character references. The results of the SSBI are assessed against the 13 adjudicative standards contained in Executive Order 12968.

Each adjudicative standard presents conditions that could raise a security concern and may be disqualifying, as well as conditions that could mitigate the security concern. A trained adjudicator weighs these factors in determining the eligibility for a top secret (TS) clearance and SCI.

So, how does this process play out within DIA? For civilian hires, once an individual is selected, the Directorate for Human Capital Civilian Operations Division (HCH-1) sends a nomination form to the Directorate for Administration's Personnel Security Division (DAC-3) and the Central Processing Center (CPC) in Springfield,Va.

Because DIA positions are considered critical intelligence positions, the candidate for employment may undergo a counterintelligence-scope polygraph exam given by specially-trained agents from the Polygraph Branch (DAC-3E). CPC then forwards the results of the polygraph test and the security interview, and the completed SF-86 to the Case Control and Records Management Branch (DAC-3A) where a security dossier on the individual is established.

In addition, if a background investigation is required, DAC-3A will begin its accelerated clearance eligibility (ACE) process. This process is designed to determine whether an interim SCI eligibility determination can be rendered while the background investigation is ongoing. The ACE process allows for a review of the completed SF-86; a financial credit check; a check for arrests and convictions via the National Crimes Information Center conducted by the Investigations Branch

(DAC-3D); and a review of the results of the completed security interview and polygraph. If the results of all the checks are favorable, the individual is acceptable for hire with an interim TS/SCI clearance. If the checks are unfavorable, HCH-1 may withdraw any conditional offer of employment extended to the individual.

Results of all completed background investigations are forwarded — along with the individual's security dossier — to the Defense Intelligence Central Adjudication Facility (DICAF). DICAF renders SCI security determinations for all civilian and contractor personnel to the Office of the Secretary of Defense, Joint Staff, and all Department of Defense (DOD) agencies and field activities. In fiscal year 2005, the DICAF rendered more than 13,000 SCI access eligibility determinations.

Upon entry of duty with DIA, the new employee is indoctrinated by security officers of the Special Security Branch (DAC-3C). The employee signs a non-disclosure agreement, a legally-binding document that obligates the person to properly safeguard SCI information for the remainder of his or her lifetime. The employee is then provided a security badge.

DAC-3 has refined its process to clear new employees in a timely fashion. In fiscal year 2005, the average completion time for initial acceptance for hire at the interim TS/SCI level was 18 calendar days. Completion of a final TS/SCI clearance, to include completion of the SSBI and adjudication, took on average only 62 calendar days.

Having the most efficient security clearance process in the U.S. government has led to other DOD organizations requesting authority to "piggy-back" on our clearance process — a service we gladly provide.

Photo submitted by DAC-3

DAC polygraph examiners, Beverley Bess and Reginald "Reggie" Turner, demonstrate the polygraph examination.

For more information, contact Karl Glasbrenner at (703) 907-1309, or by JWICS e-mail at *diglakc@dia.ic.gov*.

Committed to EQUAL EMPLOYMENT OPPORTUNITY

By Nancy E. Scott, EO

The Equal Opportunity Office (EO) is a service organization whose mission is to maintain the agency's commitment to equal employment opportunity, which includes access to programs, services and activities. EO assists in conflict resolution by providing employees with an impartial, confidential avenue to resolve their workplace disputes at the lowest level possible. EO utilizes a multi-disciplinary approach when managing program objectives. Leadership, management and employees

Affirmative Employment Services: Sharpens work force focus to recognize and value the contribution of differences to global intelligence mission success and eradicate prejudice.

- Valuing differences, DEO-21, consultation, compliance and oversight

Reasonable Accommodation Services: Empowers individuals with disabilities to maximize employment, economic self-sufficiency and inclusion. Seeks out and removes barriers to full employee engagement and operations.

- Workplace accommodation, ergo-nomic assessments and aids

Conflict Resolution Services: Provides management and staff options to prevent, intervene and resolve disputes, improve productivity and reduce litigation costs.

- Mediation, facilitation and counseling

Complaints Management Services: Investigates discrimination, harassment and retribution allegations.

- Neutral, timely and fact-based avenue of redress

are engaged in identifying best business approaches in meeting DIA's goals and objectives.

EO programs enable the agency to preserve fairness, integrity and trust in its leadership, development and management programs. EO outreach programs facilitate understanding and personal growth through venues such as speakers, workshops and professional discussions on barriers, cultural differences and equality. Lastly, EO protects the basic civil rights and principles that make it possible for DIA to meet the demands of 21st century global security for our nation and its allies. EO professionals provide four primary service lines to DIA's leadership and staff: affirmative employment, reasonable accommodation, conflict resolution and complaints management.

EO programs support DIA personnel worldwide and are transforming with the agency. Taking a cue from the DoDIIS Way Ahead architects and the Joint Intelligence Centers and the Joint Analysis Center team, the EO staff is taking a closer look at how their services can best be delivered to DIA personnel embedded in combatant command headquarters and is looking forward to delivering a more proactive, customer service approach.

DIA's work force will need to reflect the breadth of our nation's finest minds. These leaders-in-training look to be rewarded for creative thinking, they expect an inclusive environment; a workplace free of unnecessary barriers, one with accommodation and access; an environment where inquisitive minds debate and collaborate without fear of unfair harassment and retribution.

DIA is in the forefront of transforming the intelligence enterprise, which means we need to compete for and retain the top talent. This commitment includes a workplace environment free from discrimination. DIA is known as an agency where managers and supervisors actively seek and then remove physical and social barriers, and we're getting better every year. DIA is leading the intelligence community transformation toward finding novel uses and collaborative approaches to national security challenges. DIA will continue to grow in ways that will show how we value and leverage diverse viewpoints.

Winning the War for Talent

ODNI Intelligence Community Centers of ACADEMIC EXCELLENCE Program

By Cindy Riquelme, ODNI

Imagine, a college student who is majoring in engineering; taken four years of Arabic, Korean or Chinese; has a Certificate in National Security Studies; and their electives included: world religions, threats to homeland security, critical thinking and research methodologies. During their sophomore year they interned at an intelligence community (IC) agency and spent a summer abroad between their junior and senior years in Beijing or Cairo, Egypt. Do you think this student exists?

Finding a graduate with this background is no longer mission impossible with the newly launched Intelligence Community Centers of Academic Excellence (IC CAE) Program. This student profile is one of many IC CAE scholars soon to be graduating in America. A DIA manager or recruiter will find this person, and others like them, in the IC CAE Program.

The Office of the Director of National Intelligence, Deputy Director of National Intelligence for Management, Chief Human Capital Office (ODNI/ADDNI/M/CHCO) has established an initiative, which creates a new pool of competitive and eligible talent for the IC. The purpose is to enhance and diversify the IC work force with the skill sets required to meet critical mission challenges, providing a diverse and expanding pool of IC-ready graduates. The IC CAE Program directly supports the U.S. National Intelligence Strategy and IC mission requirements to counter transnational, regional, global and technological threats to America's national security. The IC CAE Program is building academic partnerships that support IC work force development during the long term.

The IC CAE Program is a critical part of Goal 2 — "Winning the War on Talent" — in the recently published IC Strategic Human Capital Plan. The overarching vision of the plan is a future when intelligence personnel perceive themselves not just as employees of a particular intelligence component, but rather as part of something larger — a national intelligence "service unified by the highest standards of performance and conduct, a common mission and shared core values."

The IC CAE Program

Accredited colleges and universities across America apply for grant funding, with up to four option years, to establish an IC CAE in national security studies. Each university develops its own unique, cross-disciplinary, program within guidelines provided by the ODNI IC CAE Program Office. As of now, four colleges and universities participate in the IC CAE Program, but more will soon be participating. These four colleges and universities share the same framework:

- Curriculums are developed by the college, not the IC, to enhance and shape the critical IC skill sets.

- There are cultural, language and regional foreign study abroad programs.

- There are IC colloquiums with post-secondary consortium schools in their region.

Linking ODNI IC CAE Program objectives to support America's National Intelligence Strategy to:

- Build relationships and partnerships with academia to "attract, engage and unify an innovative and results-focused intelligence community work force."

- Enhance IC's ability to "strengthen analytic expertise, methods and practices; tap expertise wherever it resides."

- Promote IC's ability to partner with academic institutions and "reach outside the intelligence community for information and expertise relevant to mission requirements."

- Build and enhance "deeper cultural understanding, better language proficiency and scientific and technological knowledge."

- Promote the use of academic "expertise from outside the intelligence community to inform judgments and to bolster areas where knowledge is lacking in the community."

- Build partnerships with academia that enable IC agencies and components to recruit "exceptional individuals from diverse talent pool, train and develop them to meet the challenges they will face."

- Coordinate with academia to "foster joint development among agency research efforts, where appropriate."

- A pre-collegiate High School Outreach Program was developed to foster interest in and discussions about the IC mission and issues at an early age.

In return for using the framework described above, the participating schools receive grant funding. The current IC CAE schools and their key disciplines and language emphasis are:

Clark Atlanta University
Atlanta, Ga.
Key Areas: Computer and Information Science in National Security Studies and Regional/Foreign Study Program
Language Emphasis: Arabic Academic Year 2006-2007

Florida International University
Miami, Fla.
Key Areas: Institute for Public Policy/National Security Studies, political science and law
Language Emphasis: Arabic, Chinese, Portuguese and Spanish

Tennessee State University
Nashville, Tenn.
Key Areas: political science, economics, business administration and criminal justice
Language Emphasis: Arabic and Chinese

Trinity University
Washington, D.C.
Key Areas: political science, international affairs
Language Emphasis: Russian, Arabic and Chinese

Limitless Opportunities

In addition to providing a pipeline of graduates with IC skills, the IC CAE Program provides an excellent opportunity for IC experts to reach out to the academic community through guest lectures, panel participants, round-table discussions, unclassified research vetting and much more. As the CAE Program grows, additional uses that benefit both the academic and IC will likely emerge.

Academic Outreach

IC CAE institutions facilitate partnerships among IC agencies, components and university faculty and students. One forum, which promotes academic outreach and the sharing of information, is the ODNI/IC CAE annual summer seminar.

July 23 through 25, the ODNI/IC CAE Program hosted a second summer seminar, "Teaching Intelligence in America's Universities," at the Center for International and Security Studies at Maryland (CISSM); University of Maryland, College Park. IC professionals spoke to 41 faculty members about critical skill sets, which IC agencies recommended the academic community capture in their curriculum. The faculty participated in round-table sessions with core-mission managers, operational intelligence professionals and tradecraft "training" professionals. Subjects covered included: open source, measurement and signature intelligence, analysis, counterterrorism, counterintelligence, counternarcotics, language and culture, security, law enforcement, and collection. This was truly a collaborative IC event as representatives from eight IC agencies provided support and subject matter expertise. One participant commented, "An outstanding day — great perspective, lesson's learned and essential feedback from IC scholars. Heavy Agenda! The program is well organized and full of scholars and practitioners in the field — an absolute benefit for me, my students and the university."

IC Outreach

The ODNI IC CAE Program Office has begun an aggressive outreach campaign to inform IC partners about the CAE Program. They identify where and how IC partners can participate in the program in terms of recruitment, internships, subject matter experts as guest speakers, and curriculum development advice and support; and they also coordinate academic outreach initiatives and research opportunities.

If you would like to learn more about the IC CAE Program and how you can participate in, benefit from and provide input to DIA's participation in this community program, please contact the ODNI IC CAE Program Office at (703) 482-4144, or visit the ODNI's CHCO Web site at, *http://chco.dni.ic.gov.*

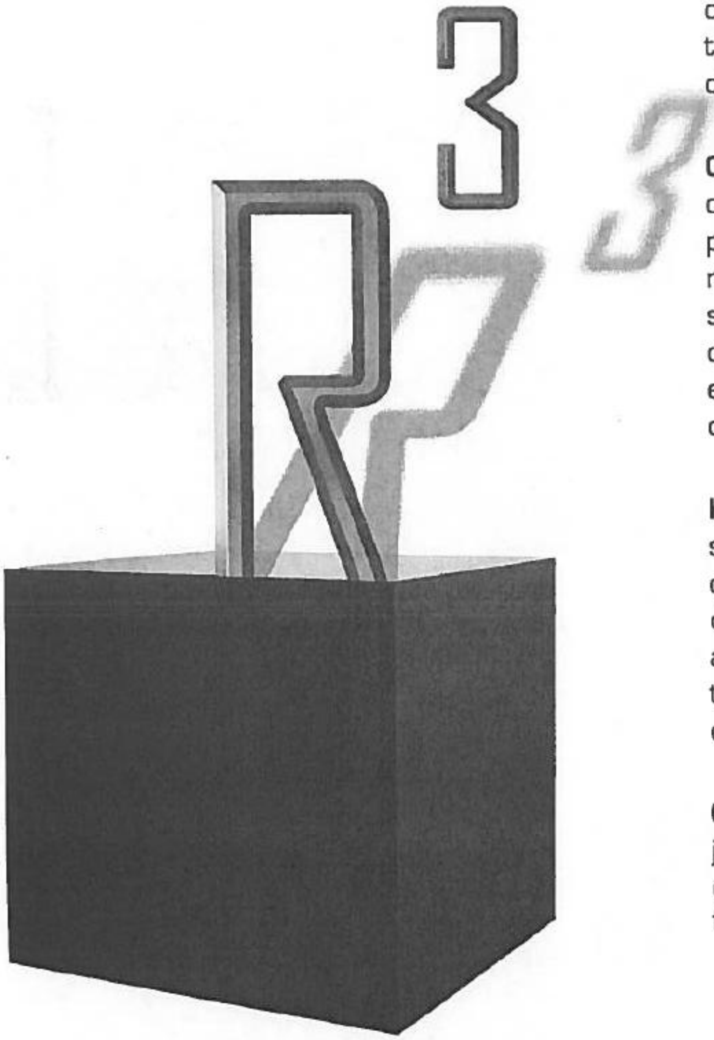
DIA's Perspective on the IC CAE: A tactical application of the CAE initiative

By Pat Beldon, HC

DIA has provided critical support as a community member to the ODNI IC CAE Program Office in support of its many initiatives and institutions. The Joint Military Intelligence College (JMIC), the Joint Military Intelligence Training Center (JMITC), the Directorate for Analysis (DI), the Command Element (CE) and others have provided subject matter experts to be guest lecturers, round-table leaders and panelists on a number of occasions. As a combat support and IC agency, DIA is continuously striving to recruit college graduates from schools that serve diverse populations with strong academic and cultural expertise. DIA is transforming its human capital processes and procedures to ensure a more diverse work force to meet tomorrow's intelligence analytical requirements. DIA's Directorate for Human Capital (HC) efforts are focused on meeting the community's objective of shaping a work force with a global perspective. One initiative, which DIA is excited to be actively partnering with, is the ODNI's IC CAE Program Office. The universities' IC CAE institutions throughout the country will serve as a resource for future IC employees. This program represents one innovative facet of the human capital transformation for DIA as we continue to attract, engage and recruit a globally-aware work force.

Mission R3: RIGHT People at the RIGHT Place at the RIGHT Time

By the Office of Strategic HC Management, HC



Mission R3 Speak

Competency - the knowledge, skills, abilities and attributes that can be described and measured. Often described through tasks and behaviors — the things you need to do, know and demonstrate in your job.

Competency Framework - a set of competencies described at various proficiency levels that define what is needed for the work — the specific skills you must have to be successful, categorized as those needed by all employees and those specific to your job, occupation and specialty.

Individual Development Plan - the action steps necessary to acquire job-related competencies — your annual plan that documents the specific training courses and the developmental experiences to fill skill-gaps identified through your competency assessment.

Occupational Group - a cluster of jobs that encompass similar work — describes a career field, for example, financial services or human capital.

Since 2004, DIA has been planning the implementation of a competency-based human capital system to prepare DIA for changes coming to the intelligence community (IC). In June 2005, DIA launched Mission R3 — right people at the right place at the right time. Mission R3 is an agency-wide initiative to identify and incorporate competencies into how DIA recruits and develops talent, in addition to planning for future work force needs. The goal of Mission R3 is to ensure that DIA has the tools and processes in place to support this objective.

What exactly does Mission R3 entail?

The first step of Mission R3 is to develop the competency frameworks for each DIA occupational group, or career field. Mission R3 organizes DIA work into 12 separate groups combining like work into a single group. For each group, the Mission R3 team will hold a kick off with key leaders to outline project goals and organizational requirements; conduct focus groups with subject-matter experts to develop and validate competencies; review the competencies against the DIA mission to ensure alignment and common focus; brief employees and supervisors on the new Mission R3 processes, tools, products and the timelines for implementation; and assist supervisors in transitioning their employees to the appropriate occupational group.

What can I expect?

There are updated position descriptions that better reflect key duties and elements of the work. There are online tools for employees to systematically measure skills that can be supported through targeted learning and development. You can also expect competency-based vacancy announcements that reflect the critical skills and capabilities required for the work. There are automated individual development plans linked to competency assessment results and career programs with defined paths for growth and progression.

What does it mean for DIA and me, as a DIA employee?

When complete, Mission R3 will help DIA employees and managers identify and assess skills needed for successful performance; plan for, acquire or build job-related skills; and map and measure career progression. Everyone will know what is required for their current job; position descriptions will be shorter, more consistent, and tailored to the occupation and specialty; and individuals will be able to complete online assessments of job-related competencies and then link to specific learning opportunities that support them.

What's the bottom line?

For employees, Mission R3 identifies the skills that are needed to be successful in addition to providing the tools to help build them. For managers, it provides a consistent approach to acquiring and developing a work force with the critical skills needed to support DIA's all-source mission. For DIA, Mission R3 will inform, support and sustain our objectives for work force planning and decision-making like never before.

For the latest information, and how it affects you as a DIA employee, visit the Mission R3 Web site at http://hc.dia.ic.gov/homepage/hc/HSM/_MR3/mr3.htm.

right people
right place
right time

Interview with the Chief, Office of Learning and Career Development

By Communiqué Staff, CP

Matthew T. Peters became DIA's chief of the Office of Learning and Career Development (HCL), Directorate for Human Capital (HC), in May. As the chief of HCL, Peters serves as DIA's chief learning officer (CLO) responsible for the personal and professional development of the agency's work force. Prior to assuming his current position, Peters was the first commander of the Navy's Human Performance Center.

The Communiqué staff spoke with Peters about his new role as CLO and the responsibility of HCL. Peters also addressed Office of the Director for National Intelligence (ODNI) competencies, Mission R3 and the differences between training, learning and performance.

COMMUNIQUÉ: *Please explain what HCL is responsible for and how it supports the director's strategic objective to have a skilled work force?*

MR. PETERS: HCL provides learning opportunities that enable individual, organizational and mission success across the agency. We help intelligence professionals perform at their best by understanding their job requirements and then working the gamut of training and learning solutions to meet their needs. We want to provide the most powerful learning opportunities we can so that all individuals in the agency can succeed.

Right now, HCL currently has six divisions, made up of two support divisions — the Performance Improvement Division (HCL-1) and the Human Intelligence Training Division (HCL-3) — and four schoolhouses. HCL-1 consults with customers to improve individual and organizational performance by using the Human Performance Technology Principle, which recognizes that performance relies on more than just classroom training. HCL-3 ensures that Directorate for Human Intelligence (DH) personnel has the full range of programs available for overt and controlled collection learning and professional development.

HCL's four schoolhouses are the Center for Leadership and Professional Development (CLPD/HCL-2), the Joint Military Attaché School (JMAS/HCL-4), the Joint Military Intelligence Training Center (JMITC/HCL-5) and the General Intelligence Training System staff (GITS/HCL-6).

CLPD/HCL-2 focuses on leadership and professional development of the work force. It provides leadership training through the GEMSTONE Program and career development for the work force. CLPD/HCL-2 focuses on developing competencies and behaviors that help employees succeed in their jobs.

JMAS/HCL-4 directly supports DH in the training and certification of defense attachés and the Defense Attaché Office support staff.

JMITC/HCL-5 provides the knowledge, skills, ability and tools — "skills" is the keyword — to DIA and the intelligence community (IC). I want to point out that JMITC really does support the intelligence community; about 60 percent of the students are non-DIA.

Finally, GITS/HCL-6 provides Department of Defense-wide (DOD) oversight of DOD General Intelligence Training. GITS coordinates support of the General Intelligence Training Council, a senior level forum which addresses DOD intelligence training policy and requirements.

Overall, HCL is here to provide powerful learning opportunities to ensure individual and mission success. Just like DIA, I think HCL is evolving. All in all, HCL is supporting the efforts of both DIA and the IC to develop a skilled work force.

COMMUNIQUÉ: *While standing up HC, John Allison stated in the Sept./Oct. 2005 Communiqué that one of the important issues that human capital needed to address was a career and development environment that retains people. What has been done to accomplish this goal and has HC met it?*

MR. PETERS: We are still working in that direction. First and foremost, I believe that human capital is the key strategic resource of the 21st century, and that we are establishing the framework to build this capability.

Let me put it in context, in the 20th century we focused primarily on materiel items such as industrial plants, ships and airplanes. The ability of people to operate that machinery was rarely considered. We cannot afford to do that today. Technology is becoming increasingly complex; the workplace is becoming increasingly complex. The competition for skilled and experienced employees is much tighter. Consequently, organizations are placing an increased premium on recruiting, training and retaining talent — it has changed the performance equation. I believe that is what you see happening in the IC and at DIA specifically. How well do our skill sets, at DIA, fit into that? Consequently, you see a lot of discussion about competencies, common standards, career paths, etc., and thus, there is a lot of work going on throughout the IC to develop those. Once we develop those common competencies we will be able to align and/or develop learning solutions to allow people to grow and meet those requirements. It's really all focused on job performance — not just recruiting. The idea is to help people to do their jobs better, which, in the end, enhances the agency's effectiveness.

We have not yet answered all those questions, but we are pretty far along. As Mr. Allison emphasized last year, HC is working to develop the Mission R3 program — right people, right place, right time — and I believe this is the answer to competency work. Mission R3 is a systematic approach to developing DIA work force competencies that will directly link employee capabilities to organizational goals and job requirements. This program is aligned with the overarching ODNI effort to develop common competencies for the IC. Once these are fully developed we will be able to link learning opportunities to job requirements to better support the personal and professional development of all DIA employees. The idea is to make people proficient in their jobs, which enhances DIA's effectiveness no matter what skill sets are required.

COMMUNIQUÉ: *Can you talk a little more about competencies and why they are important? What role does HCL play in this effort?*

MR. PETERS: In broad terms, competencies describe the knowledge, skills and attributes that enable employees to do their jobs. For example, if you are a team leader, you need several fundamental competencies to be successful. You need to be able to think critically, to make decisions and probably to perform some type of resource management. You need

to master those competencies at various levels of proficiency depending upon your experience and seniority. Consequently, Mission R3 has three different tiers to describe proficiencies at the developmental, independent and expert levels.

There is a direct linkage between the overarching competencies and the specific knowledge, skills, abilities and tools, known as KSATs, you need to perform your job. Those KSATs allow you to actually perform the required task — i.e., how do you actually operate a piece of equipment? You may have good critical-thinking skills, but at some point you have to know how to turn the equipment on and operate it. The key is to understand what the job performance standards are, and know what metrics are used to measure and evaluate the output; and then directly link those factors together.

HCL's role is to coordinate with the deputy directors and special staff offices to deliver the best possible learning opportunities to their employees. This improves the agency's performance while supporting the personal and professional growth of the work force. We are getting ready to develop the first effort by mapping and aligning learning interventions with overarching competencies in the financial services domain.

COMMUNIQUÉ: *Is there a recommended list of career development courses that are key to a specific job series? If not, has your office considered something like this?*

MR. PETERS: Recommended career development courses will be essential to the overarching Mission R3 effort. HCL is beginning to pull together parts of that overarching "Core and Strand" construct now. We launched the foundation, or core, courses last year and we are prototyping the first "strand," or sub-topic, courses now. We also established a Career Development Branch within CLPD to help mentor and coach DIA employees based on their Mission R3 job requirements.

That said, we already have two core or fundamental programs — Tomorrow's Intelligence Professionals (TIP) and DIA 101 — which provide a good foundation of basic knowledge about DIA while also developing a social network. We're quite pleased with these programs' successes, but are looking at how they need to evolve at this point to fit into the rest of Mission R3 architecture.

This past summer we also worked with the Directorate for Analysis (DI) to launch the Defense Intelligence Strategic Analyst Program 1, or DISAP 1, course. This is the first of many courses which will define career milestones within the Mission R3 framework. We engaged a "blended" learning approach while developing the curriculum, which features two distinct phases. Phase one is completed in the students' own workspaces allowing them to gain a good handle of what their job requirements are. Students are mentored by their supervisors, have eLearning modules that are completed weekly, and attend on-site residential training conducted by JMITC. At the completion of phase one, students will then go into a full-time, residential format.

The Career Development Branch will provide career counseling and professional advisors who will assist the work force as they look at the different opportunities available to them.

COMMUNIQUÉ: *Your office has been emphasizing learning and performance since your arrival. Could you explain the difference between training, learning and performance, and how they will impact your work at DIA?*

MR. PETERS: This is where I become passionate. There is distinction between training, learning and performance improvement, and it is crucial to the way HCL conducts business to support DIA. The overall intent is a commitment to directly link training, learning and education efforts to job performance.

Training is obviously our core focus. When I think about training, I focus on

how well HCL is delivering courses. Do we have the right classroom equipment? Are our instructors prepared? What type of student feedback are we receiving? We obviously have to get this right, or all of our other efforts are irrelevant.

In the learning arena, we first have to recognize that adults learn differently than children. Adults need to see a clear and compelling relationship between their job and the material they are learning. We need to create that clear relevance and present the information in an exciting and interactive way.

HCL also needs to ensure we are using the best learning methodology and/or media for the specific job task. There will always be residential classes, but some of our residential courses may be supplemented or replaced by eLearning, such as the Joint Intelligence Virtual University (JIVU). JIVU provides a tremendous capability that we need to employ; in fact both ODNI and the Undersecretary of Defense for Intelligence want to use JIVU as the standard online learning for the IC.

> "The idea is to make people proficient in their jobs, which enhances DIA's effectiveness no matter what skill sets are required."

But, HCL also needs to explore other learning media. For example, how do we incorporate programs like Pod Casts, Job Aids, games, simulations, electronic support systems, or even virtual reality? There is a wide range of learning solutions that we need to consider; all of which can be employed to help epmloyees at DIA and in the IC.

Last, but certainly not least, we need to remember that only 10 to 15 percent of all job performance problems are caused by knowledge or skill deficiencies. The other 85 to 90 percent of those performance deficiencies are caused by other factors such as employees using the wrong tool, misaligned business processes, the wrong person in the job, not enough people and so on. We need to take a more systemic and systematic approach to better understand what the performance issue is before automatically building a course that, in all likelihood, won't solve the original problem. When tackled from this perspective, we can have a 200 to 300 percent return on investment while meeting our customers' requirements.

So, the bottom line is that we need to consider the entire range of training, learning and performance improvement. We need to understand the job requirements. We need to be able to articulate the measures and metrics that define the desired level of performance. HCL is making these investments in the learning and development areas to help DIA personnel do their job better.

COMMUNIQUÉ: *In the past year, what are some successes in your office and what would you like to accomplish in the upcoming year?*

MR. PETERS: HCL has had lots of successes. DIA is fortunate enough to have a very robust, professional and capable learning team. More than 11,000 students completed 600 different leadership and professional development course iterations last year based around 200 different resident and mobile training courses.

In regard to eLearning, JIVU had almost 28,000 registered users, with 24,000 courses completed. HCL launched Tier II

of GEMSTONE, as well as TIP and DISAP-1. JMAS continues to excel and will soon become accredited by the Council on Educational Education. We also selected and funded more then 80 DIA employees for full-time educational opportunities like the War College, Command and General Staff Colleges, civilian universities, managerial staff colleges and legislative fellowships.

So what do we want to accomplish next year? We want to continue along these same themes and improve our effectiveness and efficiency. We want to integrate, align and standardize our HCL schoolhouses where appropriate. We want to provide better support to other DIA directorates and to continue to work with our IC partners.

We also want to build new capabilities. We want to be agile and innovative and expand our efforts in the research and development world. We have received some funding from Congress and we are looking at an advanced gaming technology called Visual Simulation, which we will test later this year. We will spend time benchmarking and partnering with professional associations, IC peers, industry and academia to utilize their best practices.

COMMUNIQUÉ: *How has the integration of the IC impacted training and learning at DIA?*

MR. PETERS: I believe IC integration has been very beneficial. Any time you have different groups and/or different organizations all working in the same functional area, you have tremendous opportunities to standardize, integrate and align business practices.

Purely from a financial aspect, we are able to share solutions. I believe as we go forward with the competencies and everything else, we will integrate further and further. But a lot of this is already occurring. As I mentioned earlier, 60 percent of JMITC students are non-DIA. The fact that ODNI has directed that 25 percent of IC leadership courses be open to other agencies will help accelerate this process. This policy aids the learning organizations within the community to change the culture to create one of integration of resources and expertise.

COMMUNIQUÉ: *How will the National Intelligence Program (NIP) and Military Intelligence Program (MIP) realignment impact HCL? How do you intend to support this global work force?*

MR. PETERS: I believe the NIP/MIP realignment is perfectly aligned with how HCL wants to transform our learning program. DIA has historically focused on its work force in the National Capitol Region, and extended services to its 135 Defense Attaché Offices and other customers via mobile training teams. Now DIA has to support a work force spread throughout the world. Our charter is to champion learning to all DIA employees wherever they are, and this robust, worldwide focus will force HCL to standardize our learning solutions. It will force us to break some paradigms, capitalize on technology and test new approaches. We will need discipline to ensure there aren't any redundant or duplicative courses. You don't want to run duplicative residential and eLearning curricula, and then say, "Well, which ever one works." We will have to be an advocate for, and understand the best performance solution and make sure we coordinate with our customers to implement that solution.

COMMUNIQUÉ: *Is there anything else you would like to share with the work force?*

MR. PETERS: I am excited to be here and working with such a talented work force. I believe DIA is a great organization within the IC and has a fantastic mission. The learning and development team is well positioned, highly motivated and highly capable. HCL's goal is to support intelligence professionals performing their best by providing the most powerful learning opportunities. We're here to make DIA better!

Interview with Pat Beldon, Senior Expert for Diversity

By Communiqué Staff, CP

Patricia Beldon sat down with the Communiqué staff to talk about her newly created position as the senior expert diversity for DIA. Beldon explained the roles and responsibilities of her office. She also addressed the diversity function within the Directorate for Human Capital (HC) and the agency, along with what DIA looks like from a diversity perspective.

Prior to assuming her new role, Beldon spent most of her 26-plus years of federal government service in both leadership and technical positions at the National Geospatial-Intelligence Agency (NGA). Her technical expertise includes imagery analysis, computer sciences and satellite development. Her leadership positions have included both headquarters and directorate assignments such as NGA Inspector General, the director of Equal Employment Opportunity and chief of Computer Operations.

COMMUNIQUÉ: *Please discuss your position as the senior expert for diversity.*

MS. BELDON: This is a new position and is one where I am the strategic planner. I manage diversity at the agency and am an active member within the intelligence community (IC) and its committees. I am the DIA representative on all matters "diversity." Lieutenant General Maples saw that diversity was in several different areas within the agency and felt that we needed to have a consistent point of view. This view was based upon an integrated overview of the diversity that is in the agency and our ability to carry forward to the larger community what our current and anticipated needs will be in the future. We realize that we don't have consistent diversity throughout the IC and that is something the Office of the Director for National Intelligence is trying to pull together. As DIA's representative, I bring our issues, concerns and needs forward to the community. Also, looking inwardly at our agency I see the need to do this as well. It's a two-fold job.

Photo by Chalessa Y. White, CP

COMMUNIQUÉ: *How does diversity fit into HC and within the agency?*

MS. BELDON: This is a culmination of an HC initiative. I am a member of a team of senior executives that HC has formed to include the: senior expert for foreign language, Eric Hammersen; senior human capital expert, Dr. Michaline Dobrzeniecki; senior expert for human capital online services, Melissa Daston; and Matthew Peters, chief of the Office of Learning and Career Development. We all have strategic views versus tactical missions — with the exception of the training coordinator, that covers both tactical and strategic viewpoints. Within HC, the whole concept is to pull all of the processes together. An example of this concept is the recruitment process. We had to make sure we had a complete analysis of

the data recorded while recruiting — in my case, it consisted of diversity data. We pulled together all of the different parts that were in HC and training, and placed them under one umbrella. We then placed the senior executives on the top, as the integrators. My job is to make sure that diversity is in each of these processes.

COMMUNIQUÉ: *What are your goals for the coming year?*

MS. BELDON: As the conduit and liaison for diversity, we, the HC team, are going out to identify what the deputy directors occupational "skill needs" are. We will work with the Human Capital Support Office our customer service representatives, to accommodate this effort. This representative will be embedded within each directorate. Each deputy director will have a set of HC experts — more than one person, generally. These experts will articulate their requirements and work with the larger HC organization. This is all a part of diversity management. Defined, it means the proactive response to the changing profile of the work force and the population it serves. As a result, we need to make sure we are meeting the goals of the directorates.

Next year, we will be getting the particulars of those needs and will work at meeting or exceeding those needs and requirements. But, in such a dynamic environment, we have to do this across the board. We have started by assuring that our recruitment plan will not be a static one but one based on skills.

" Diversity today has an expanded definition. We are used to incorporating the traditional race, age, gender, ethnicity, ability, etc. But, in today's world, it is the addition of proficiency in foreign languages, cultural emersion, life perspective and skills."

COMMUNIQUÉ: *How can a DIA staffer help to improve diversity here at DIA?*

MS. BELDON: First, let's talk about what managers can do. Managers can keep in mind the business case for diversity when they are recruiting, hiring, assigning and promoting employees. The business case is the amount of investment we place in the employees, compared to the value of the services or products they produce. Also, having an environment where there can be discussions and open dialogue as you are solving difficult problems based on unique perspectives is how you use and exploit the diversity that we have and are bringing in. Using this as part of your business case — not as a separate entity — and knowing that there is uniqueness in the cultural understanding, and then exploiting that to really look at the analytical problems, benefits both employee and the agency. Also, the appreciation and exploitation of differences and uniqueness can be used to solve IC issues.

Staffers need to understand diversity today has an expanded definition. We are used to incorporating the traditional race, age, gender, ethnicity, ability, etc. But, in today's world, it is the addition of proficiency in foreign languages, cultural emersion, life perspective and skills. It is the full spectrum of human uniqueness, spanning social, economic, educational, cultural, religious, personal and philosophical perspectives. Understanding this expanded definition will not only improve our diversity, but also enhance our skills required to meet the agency's mission.

COMMUNIQUÉ: *Please explain to our readers how your office works with the Equal Opportunity Office (EO)?*

MS. BELDON: EO is the compliant arm for employment. Our office works closely with EO on processes that ensure the fairness of employment. We collaborate on common issues and activities such as recruitment and hiring initiatives. Though diversity is no longer a part of their mission portfolio, EO is the strongest champion and continues to be an ambassador for diversity and fairness.

COMMUNIQUÉ: *As it stands right now, what does DIA look like from a diversity perspective?*

MS. BELDON: To paint a very broad picture: 60 percent male; 40 percent female; 73 percent white; 18 percent black; 4 percent Asian; 4 percent Hispanic; 1 percent Native American. For age groups there is 31 percent in the 40-49 range and 24 percent in the 50-59 group, which means 55 percent of the work force is over 40 years of age. Twenty-two percent of the workers are in the 30-39 age group and 17 percent are in the18-29 group. This means we have 39 percent of the work force under 40 years of age and 6 percent who are over 60. If we look at the statistics by pay grades, we see that 32 percent are at the GG-12 level and below; 32 percent are at the GG-13 level; 22 percent are at the GG-14 level; 12 percent are at GG-15; and 2 percent at the executive level.

We are, in essence, very typical of the IC. That is why we have to strategically recruit for the skill sets that are required. But, we realize that we are going to have some initiatives in place where we are going to recruit some employees quickly. We have to make sure that they have the skill sets we want and that we are utilizing those skill sets to fulfill our requirements. One of the main ideas of our usage of diversity is that we place people appropriately so that we can retain them. Recruiting is essential, but retention is how we get our investment back on our dollars. Because, while we are doing this for the larger community, we know that corporate officers will move from one agency to another. For designation as a corporate officer — you will need to go to different agencies that have different experiences, so we want to make sure we can retain the people we bring in within the IC. When we recruit other people from different agencies or from academia, they have certain skill levels. When we transition them, we want to have utilized their skills in proper assignments.

COMMUNIQUÉ: *Where could an individual find more information on the services you or your office provides?*

MS. BELDON: I am a strategic office of one. At this point, there are plans to add a link to the HC Web site to talk about the initiatives, activities and some of the accomplishments relating to diversity in the agency and the community.

COMMUNIQUÉ: *Is there anything else you would like the readers to know?*

Yes! I am extremely excited about being here at DIA. Based on the IC Employee Climate Survey, we had an 80 to 85 percent satisfaction and recommendation rate; and for DIA, I see this as an accomplished organization that can lead the community in its diversity. I am the biggest cheerleader for diversity and for DIA and I carry that out into the community. Therefore, I hope my marketing is more by modeling than by words.

The Communiqué staff interviewed one of the agency's departing "legacies" and asked them to share their career experiences and a few words of wisdom.

If you wish to nominate an individual in your office who is retiring, please contact Sarah Mazur, associate editor of the Communiqué, at (703) 697-0297.

PROFILE

Mary Ellen SEALE

How long have you been with DIA and where have you worked within the agency?

I have worked at DIA since 1999 as the chief of the Office of Imagery Services, on rotation from the National Imagery and Mapping Agency (NIMA) as part of the Intelligence Community Assignment Program. I worked in what was historically known as the photo lab and was responsible for all imagery production from our libraries of national technical means (NTM), commercial and airborne imagery.

Photo submitted by Mary Ellen Seale

COL Rowland Cooper shows Mary Ellen Seale the initial location of the Combined Media Processing Center in Baghdad.

In February 2001, I was selected to be the chief of Logistics and Engineering Services (DAL) as a senior executive, responsible for all logistics, deployments, engineering, response management, building management and occupational health and safety programs.

In April 2004, I was selected to be the special advisor for strategic planning in the Office of Operations (OP), responsible for planning the Joint Intelligence Operations Center (JIOC) enterprise, the business processes and organizational structure for the Defense JIOC.

What are your fondest memories with the agency?

The people I have met and the friendships I have made. DIA is a great place to work because of the people and the mission. In my 25 years of federal service, I have never seen the type of commitment and camaraderie evidenced at DIA. What I experienced during Sept. 11, how we came together as a unit to support each other and the families of the victims, makes me very proud to be part of this amazing agency.

What lessons did you learn throughout your career that you would pass on to others?

Honesty and integrity are the most important values to guide you throughout your career.

What would you consider to be your greatest contribution to DIA?

The values and work ethic I embody. Hopefully, I have made an impact on the people I have worked with; I consider this to be my greatest contribution to DIA.

Professionally, I consider my greatest contribution to be the online digital library, Camp Slayer, the deployment process, the DIA Deployment Center, property accountability, a worldwide logistics infrastructure and DJIOC.

What do you think has been the biggest change or had the biggest impact on DIA during your career?

I think Sept. 11 and the impact our work has on protecting our great country has made a big impact. The Iraq Survey Group — the mission to help uncover the mysteries in Iraq — and the effort to refocus our agency on supporting

the warfighter has been important. Also, Career Advancement 21 has given many employees who had often gone unnoticed opportunities to advance and get rewarded.

Do you have any final words of wisdom you would like to share before you part DIA?

Leadership is a gift given to the chosen few, and those entrusted to lead should honor those who serve them. My hope is that DIA will seek out the best and brightest leaders to carry the agency forward.

I appreciate the opportunity to serve as a defense intelligence senior executive.

Demonstrating sustained EXCELLENCE in fulfilling the counterterrorism mission

By Audrey J. Reynolds, DI

Aug. 16, LTG Michael D. Maples recognized two members of the Directorate for Analysis, Joint Intelligence Task Force-Combating Terrorism (JITF-CT) team for demonstrating sustained excellence in fulfilling the counterterrorism mission.

Michael S. Donovan was recognized with the 2006 William R. Shaw Award for Analytic Excellence. The award recognizes Dr. Shaw, who at the time of his death was a DIA senior intelligence officer who specialized in Asian counterterrorism issues. Shaw was widely regarded as one of the intelligence community's (IC's) preeminent analysts, noted for his exhaustive research, meticulous analysis and untiring dedication to the mission. Each year the award is presented to the one JITF-CT analyst who, during the past year, has demonstrated sustained excellence in fulfilling the mission of terrorism analysis and who has practiced the rigors of true academic discipline that Shaw regularly demonstrated.

Donovan deployed twice in support of the Combined Explosives Exploitation Cell (CEXC) in Iraq and performed with distinction. While supporting CEXC, the lead deployed element in the Department of Defense's (DOD's) Counter-Improvised Explosive Device (IED) campaign, Donovan became the cell's senior intelligence analyst and supported the intelligence exploitation of more than 100 IED-related events. Donovan became one of the most successful and productive analysts working in this technically demanding field.

Donovan was selected for this recognition by a panel of agency senior leaders from a group of seven nominees. In his remarks following the presentation of the award, Donovan recognized his colleagues' support and contributions, "I am honored to be selected for this award. However, this achievement wouldn't have been possible without the help and teamwork from my colleagues in my branch, division and throughout the task force and agency."

Photos by Murray C. Milton, DA

LTG Maples presents Michael S. Donovan with the 2006 William R. Shaw Award.

Army Reserve SGT Eric M. Bartholomay, an intelligence analyst in the 3447th Military Intelligence Detachment, Devens, Mass., is the 2006 recipient of the Warrant Officer Ronald P. Bucca Award. The award is named for U.S. Army Reserve

Warrant Officer Ronald P. Bucca, a 29-year veteran who served with the 101st Airborne Division, the 11th Special Forces Group, and the 3413th Military Intelligence Detachment (MID). While a member of the 3413th MID, Bucca served with JITF-CT as an intelligence officer focusing on international terrorism analysis. As a civilian, Bucca was a fire marshal who served 23 years with the New York City Fire Department. On Sept. 11, he responded to the terrorist attacks on the World Trade Center. Bucca reached the impact area on the 78th floor of the South Tower and was assisting in evacuations when the tower collapsed. The Warrant Officer Ronald P. Bucca Memorial Award is presented annually to the military reservist who has provided the most outstanding contribution to the JITF-CT mission.

LTG Maples presents SGT Eric M. Bartholomay wth the 2006 Warrent Officer Ronald P. Bucca Award.

Bartholomay mastered the complex tools and applications required to produce four detailed, geospatially focused all-source counterterrorism campaign analysis products disseminated to all levels of DOD and IC. He shared his expertise with team members and taught the intricate details of conducting analytic research to a reserve detachment supporting the task force. Bartholomay routinely fused sensitive information from multiple disciplines, accurately portraying threats to U.S. forces. His efforts have led to the capture or death of more than a dozen terrorists and Bartholomay's detailed analysis of captured terrorist materials supported additional operations against significant terrorist targets.

Bartholomay was selected for the Bucca Award by a panel of JITF-CT senior military and civilian leaders from a group of five nominees. In recognition of his accomplishments, Bartholomay received a Joint Staff Commendation Medal presented by the director. Following his acceptance of the award, Bartholomay remarked, "Accepting this award in Warrant Officer Ronald Bucca's memory is a great honor for me. To follow in the footsteps of such a great American, to be deemed worthy of such a distinction, is a personal achievement to which I can only aspire. We all have our own towers into which we rush and Chief Bucca should serve as an inspiration to us all. To Chief Bucca, to all of you in DIA and JITF-CT, to my comrades in arms, I am humbled and truly honored. Thank you for all that you do and thank you for letting me stand by your side."

Cadet Midshipman Summer Internship Program a Success

By Mika J. Cross, HC

This year the Cadet and Midshipman Summer Internship Program (C-SIP) hosted 10 students from the U.S. Military Academy (USMA), U.S. Coast Guard Academy (USCGA) and the U.S. Naval Academy (USNA). This rotational assignment familiarized the students with military intelligence operations and support, including intelligence analysis, target support and finance. They learned valuable work skills while experiencing life in the Washington area. The students visited other intelligence community agencies, toured the White House, the Tomb of the Unknown Soldier and the National Mall. Students also assisted with DIA's Army Birthday celebration.

C-SIP is sponsored by the Directorate for Human Capital Office of Human Resources, (HCH). Offices interested in hosting a 2007 C-SIP summer intern should contact MAJ Deidre Hooper, HCH, at (202) 231-3349 by Nov. 15.

2006 C-SIP Participants:
Cadet Jacob S. Armstrong, USMA
Cadet Nicole L. Dilport, USCGA
Cadet Jared C. Graham, USMA
Cadet Matthew C. Haddad, USCGA
Midshipman Sarah K. Horn, USNA
Cadet Brian J. Hughes, USMA
Midshipman John P. Kennedy, USNA
Cadet Thomas F. Pierczynski, USMA
Cadet Steven J. Saxion, USMA
Cadet Benjamin S. Spooner, USMA

To read more about the interns' summer, see the "Cadets and Midshipmen 'Bunker Down' for Summer Internship at DIA," in the June 19 InterComm.

Photo by Mika J. Cross, HC

From left to right: Cadet Steven J. Saxion, Cadet Brian J. Hughes, Cadet Matthew C. Haddad and Cadet Nicole L. Dilport speak to Jerry L. Mraz, HCH.

UFAC Analyst Re-enacts Civil War

By Mike H. Zwicke, DI

Larry Beach, an infantryman in the Vietnam War, is now a soldier in the Civil War — a Civil War re-enactor. "If anybody had told me I would be pretending to be an infantryman for fun, I would have told him he was crazy," Beach said. "But here I am doing it for fun, for my love of history and to remember those who served their country in earlier times."

Beach is a member of the 8th New Jersey Volunteer Infantry Regiment, a unit based in New Jersey that attends battle re-enactments, parades and "living history" recreations all throughout the East. In battles, Beach usually wears the blue Union uniform and fires black-powder blanks from a reproduction 1861 muzzle-loading musket. The largest event Beach participated in was a battle re-enactment at Gettysburg, Va., with more than 15,000 re-enactors and 100 cannons.

Photo submitted by Larry Beach, DI

PVT Elijah Smith, aka Larry Beach, of the 8th New Jersey Volunteer Infantry Regiment.

"I introduce myself as Private Elijah Smith of the 8th New Jersey," Beach said.

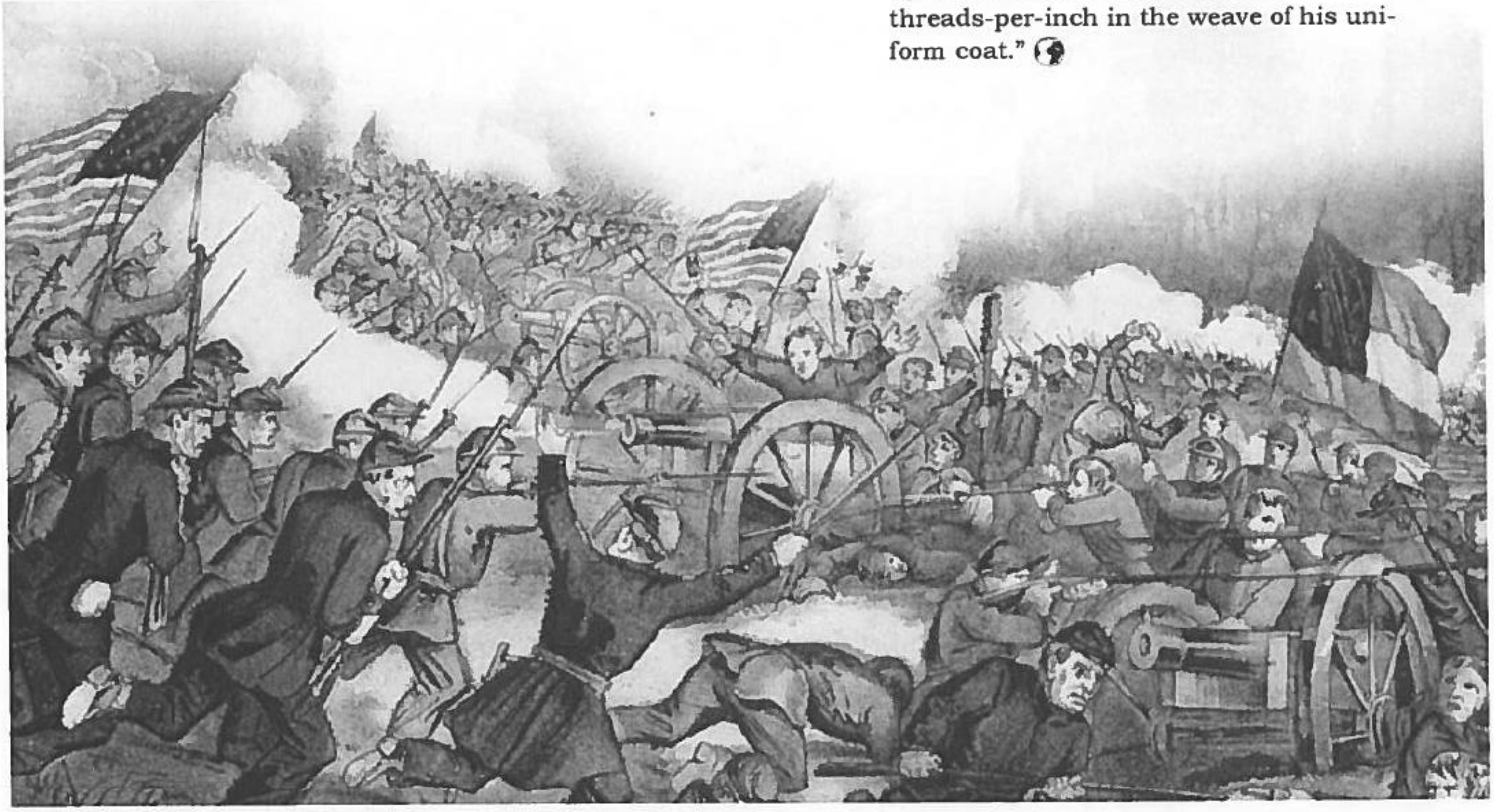
"Smith is a fictional character, but is a composite of several real people in the original regiment formed in 1861. School children and adults seem to enjoy talking with someone who acts like a real 1860's soldier." Beach has also performed living history exhibitions in Japan, where he was formerly employed.

"The Japanese people really liked getting their pictures taken with a rifle like the one Tom Cruise used in 'The Last Samurai.'"

Beach doesn't act only as a Union soldier, "I enjoy re-enacting the Confederate soldier. I have a gray uniform, too. Southern re-enactors are certainly not racist. They honor the courage and sacrifice of the Southern soldiers, not the racist attitudes. I have seen Southern units with African-American members who wore the gray uniform just like everyone else. They emulate the small number of slaves who were freed by the South in return for joining the Confederate Army and fighting the invading Yankees."

Civil War re-enactors number in the tens of thousands across the U.S. and overseas. Beach has contacted re-enactor units in Great Britain, the Czech Republic and Ukraine via the Internet. Because the Civil War was such a pivotal event in history, Americans and others find satisfaction in studying and doing their best to relive it. Re-enactors represent infantry, artillery, cavalry, support branches and civilians. With so many interesting aspects of technology, tactics, personalities and events, re-enactments contain something for almost everyone.

Among re-enactors, the levels of interest and effort differ. Some make every effort to look, talk and act authentic, with carefully researched uniforms, equipment and knowledge of history. Others are less authentic. "I am in the moderate range," Beach said. "I like to look and act authentic, but I am not one of those who will go up to another re-enactor and count the threads-per-inch in the weave of his uniform coat."



Education Anytime, Anywhere:
Blackboard Brings Convenience and Communication to JMIC FACULTY AND STUDENTS

By Dr. Terry J. Domzal and Dr. Tara E. McNealy, MC

This academic year, the Joint Military Intelligence College (JMIC) is launching Blackboard Learning Management and Community Management systems throughout the college. Today's students possess unprecedented levels of information technology skills, and they prefer teamwork, experiential activities and utilizing technology to learn and stay connected. For this generation, learning is best done through trial and error, rather than lectures and rule-based approaches. JMIC has more than 200 full-time and 450 part-time students from across the services and the intelligence community enrolled this year. There is no better way to connect students and faculty anytime, anywhere than through Blackboard.

> In a dynamic educational environment it is essential to measure the effectiveness of courses, teaching methods and student learning.

Blackboard is the leading provider of e-Educaton software. The Blackboard Academic Suite contains three components: the Blackboard Learning System, the Blackboard Community System and the Blackboard Content System. JMIC will launch the Learning System and the Community System during the next several months on both the classified and unclassified Web environments.

Extending Course Activities Beyond the Classroom

Blackboard's Learning Management System facilitates access to information and instructional resources through the Internet. This academic year, all JMIC faculty members will create custom-learning paths for their classes.

Through Blackboard, each faculty member has a virtual classroom with a syllabus, lecture and presentation materials, and the ability to design "Course Cartridges," which include materials such as

additional readings, updated information and multimedia presentations. Each class has its own file exchange area, discussion board and group e-mail distribution list to further virtual collaboration.

Faculty member Steve Carey said, "Blackboard enables me to achieve greater individual interaction with students - and the threaded discussion capability gives students access to course materials and to their colleagues electronically."

Blackboard
Connections
Your Community, Your Connections.

The Blackboard Community System creates virtual communities between the college groups. This community-building tool will transform the faculty, staff and students' ability to communicate and collaborate in a password-protected Web environment. We can harness the powerful community and portal components of the system to integrate critical student services information and resources in one centralized online location. The Blackboard portal provides access to library resources including the online catalog, electronic databases, electronic journals and research information. Enrollment services, admissions and research support materials are currently being designed to create a comprehensive portal for students. All part-time students enrolled in evening, Saturday and monthly executive programs are already using Blackboard to access instructional materials and support services remotely. This capability is especially essential in delivering quality services to students at our National Geospatial-Intelligence Agency (NGA) and National Security Agency campuses, and the NGA campus in St. Louis.

International Engagement

The Community System is also instrumental in the college's external and international engagement activities. JMIC launched the Community System in June during the its fifth annual International Intelligence Fellows Program (IIFP), Latin America: Regional Perspectives on Intelligence and Security. The program brought representatives from El Salvador, Jamaica, Brazil, Colombia, Uruguay, Argentina, Guatemala and various U.S. intelligence agencies together to discuss critical intelligence issues and collaborate on creating a vision for regional cooperation in Latin America. The college designed an "IIFP community" forum within Blackboard, enabling program participants to continue their discussions and maintain connectivity despite their significant geographic distances. This capability adds value to the international program by facilitating longer-term relationships and collaborative efforts between the international conference participants.

Integrating Performance Measurements

Blackboard's performance measurement capability adds another important resource for conducting JMIC's organizational and learning outcomes, communicating performance results and fostering a college-wide culture of performance measurement. In a dynamic educational environment, it is essential to measure the effectiveness of courses, teaching methods and student learning. The Blackboard System provides multiple tools for effective performance measurement.

JMIC's commitment to launching Blackboard to create a comprehensive, networked learning environment is a critical part in our strategic plan for growth and continued educational innovation.

Civilian and Military PERSONNEL UPDATE

Retirements, Anniversaries and Promotions in June and July 2006

By the Office of Human Resources, HC

Civilian Retirements

Patton T. Allen, DI
Catherine D. Curriden, HC
Linda D. Lau, DI
Zoltan Simek, DH

Employees Celebrating 40 Years Federal Service

Robert G. Betz, DI
Elizabeth C. Hussain, J2
Alton A. Lewis, DI
Robert W. Russ, J2

Employees Celebrating 35 Years Federal Service

Richard Dick, DI
Edmund Engle, DT
Vanessa L. Evans, DH
Carol A. Finkle, DS
William E. Livengood, DS
Steven R. Lollis, J2
Harold W. Morris Jr., DI
Nancy E. Scott, EO
Barbara J. Tibbs, FE

Employees Celebrating 30 Years Federal Service

Louis E. Andre III, CS
Jeffrey J. Dance, DS
William M. Edwards, HM
Jay E. Hagler, DI
Sylvanita F. Hendricks, DA
Joseph V. Hollander, DI
Adrian F. Hoover, DH
Wayne T. Knox, DH
Deborah D. Logsdon, OP
Judith R. Oxman, AE
Thomas J. Ryan Jr., DI
Wayne R. Scheller, DA
James D. Smith, DH
Harvey M. Von Hollen, DI
Bruce E. Weigle, DI

Employees Celebrating 25 Years Federal Service

Michael J. Carman, DI
Iris L. Dixon, FE
Louis J. Gasbarri, CS
Timothy E. Giles, DS
Charles W. Huber, DI
Doreen A. Imlay, DI
Denis M. Katchmeric, DI
John F. Kavanagh, DA
Lajoy A. Lindsey Hanohano, DH
Patricia E. Pieragostini, FE
Noemi Pizarro-Hyman, EO
James N. Remers, AE
Theresa M. Romano, IG
David H. Steele, DT
Teresa L. Wenner, DI
Yvette C. Wooley, DI
Robert A. Zuber, DS

Employees Celebrating 20 Years Federal Service

Margaret M. Artis, FE
Lorraine G. Brown, FE
Jose A. Burce, DA
Deborah A. Castiglioni, HC
Herbert N. Charity, DA
Tawanda F. Coley, DH
Mirella P. Cooksey, DI
Karen L. Cross, FE
Joseph A. Fasching, FE
Susan A. Fulton, DH
Terry L. Grisham, DI
Patricia B. Howlett, DI
Letise S. Ivory, FE
Donald R. Johnson, DI
Margaret E. Jones, DS
Cora B. Kline, DS
Edward A. Kosiba, DI
Melvin E. Mosby Jr., DA
Furman L. Oxendine, FE
Tammy L. Queen, DS
Mary E. Quinn, OP
Janice F. Shipley, DH
Gerlinda Y. Smith, AE
Matt D. Strehle, DT
Edna A. Teahan, DS
Artis L. Thorne, DS
Marcia L. Zimmerman, DI

Employees Celebrating 15 Years Federal Service

Ursula O. Allen-Dogan, FE
James E. Cherryholmes, DH
Marvin R. Gibson, DI
David Lee Jr., DA
William F. Lopez, FE
Chester R. Maternick, DI
Kelli N. Parks, DI
Gregory J. Peterson, DI
Kimberly M. Simmons, DS
Theodore Smith, J2
Paul J. Vassallo, DT
Victoria A. Vidos, DS
Kristi M. Waschull, DA
Steven R. Weller, DA
Gregory L. Whitmire, DS
Wallace E. Willis, HC

Employees Celebrating 10 Years Federal Service

Jason S. Banaszak, DI
Christopher L. Brady, DI
Geraldine L. Brooks, DS

Ruben R. Cabases, HC
Anna M. Clark, DT
John A. Ealy, DS
William J. Keller, DI
Erica S. Machonis, DS
Gayle S. Myrta, DI
Shareeya Newby, DT
Kenneth D. Nyman, DI
Humberto O. Ramirez, DA
Fred S. Runo, HC
Peter A. Schmidt, DS
Kimberly S. Smith, J2
Michael W. Thomas, DA
Thomas A. Walker, DI
Michael D. Williams, DI
Robert S. Williams, DI

DIA Promotions to DISL

John E. Antonitis, HM
Mark R. Cozad, DI
Melissa G. Daston, HC

DIA Promotions to GG-15

Michael L. Brown, DH
Christopher P. Carlson, DI
Jill E. Christensen, OP
Kathryn L. Clark, DI
Daniel J. Dawson, OP
Ronald Foster, IG
Kimberly A. Kinney, HC
Dallas N. Newsome, FE
Alice V. Reid, J2
Pamela S. Sloan, DI
Jason R. Stahl, DS
Marlene E. Weaver, DH

DIA Promotions to GG-14

Christina L. Canova, DI
Andreia Clay, DI
Richard L. Fuller, DI
Joseph W. Gigliotti, DI
Elecia L. Hackley, DS
Patricia D. Hill, DI
Jay L. Honigstock, J2
Daniel K. Hooper, DT
Wendy M. Johnson, DS
John P. Lindegren, DI
Luis F. Longo, CS
Sean P. McHugh, DI
Wanda J. Minter, FE
Thomas O'Neill, DI
Rikeen V. Popat, DS
John S. Pritchett, DI
Channing A. Rich, DI
Christian M. Saunders, DI
Stephen A. Schreiner, HC
Eric W. Shoemaker, DI
Cynthia R. Simmons, DI
Diane E. Sorz, DI
Christopher A. Stuart, DI
Ryan B. Thomas, FE
Michael B. Tucker, DI
Scott R. Watson, DI
Douglas W. White II, DA
Sharon D. Wiley, DA
Matthew W. Williams, DH
Kathleen M. Winters, FE
John R. Wise, J2
Anne H. Yoshimura, DA

DIA Promotions to GG-13

Jason H. Atkins, DI
Marlene T. Batchelor, DH
Eileen E. Bradford, GC
Geoffrey T. Britton, DH
Nathan P. Brown, DI
Rodney T. Bunn, DH
Ho-Yan Chan, DI
Paul A. Chevere, HC
Unyoung C. Cho, DI
Patricia M. Clough, DI
Kimberly R. Cook, DI
Christopher M. Davis, DI
William P. DeMaida, DI
Amanda L. DeMotte, DI
Kevin B. Donahue, DA
Patrick J. Dutton, DI
Allison E. Eichner, DI
Tiffani N. Ferrantelli, DI
Christine I. Garrison, HC
Heather J. Goff, DI
Marisa S. Gonzalez, DI
Bryan E. Haddix, DI
Debra L. Hall, DS
Meghan L. Harrison, DI
Joseph A. Hartenstine, DI
Robert M. Hiles, DI
Sameer Hossain, DI
Kelly M. Huang, DI
David G. Humphreys, DI
Rusty L. Jackson, DI
Leif E. Jacobson, DI
Bret Kapinus, DT
Amanda J. Kruvand, DI
Jesse D. Lambert, DI
Steven Liverpool, DS
Andrew H. Magoun, DI
Jenny R. Mann, DI
Terry N. McKoy, CS
Rebecca L. Mercer, FE
Kevin A. Mitchell, DI
Edward E. Owens, DI
Thomas Palus, DI
Marian Uin-Sun Park, DI
Sandra L. Presley, DI
David J. Reis, DI
Britt A. Rutland, DI
Steve S. See, DI
Marcus H. Sgro, DI
Annette L. Skye, DI
Tracy R. Slone, DI
Gregory B. Stoneberg, DI
Lizbeth R. Sydnor, DI
Vinele H. Timmons, HC
Theresa M. Tookes, DH
Linda J. Welsh, HC
Shannon N. White, DI
Christen Wormer, DI
Brian R. Zaborowski, DH

DIA Promotions to GG-12

John D. Anderson, DI
Heather Andrews, DI
Ruby M. Barnes, FE
George Cano, DI
Joseph M. Capitello, DA
Sean P. Carlson, DI

Barrie J. Chang, DI
Jeffrey M. Chock, DT
Stephanie Z. Chou, DI
Shannon R. Clark, DI
Andrew H. Clarke, DI
Kristen A. Deschermeier, DI
Alisha O. Dixon, DI
Raymond J. Driscoll II, DI
Charles D. Duzan, DI
Linda N. Eluma, DI
Kelsey L. Erwin, DI
Carol A. Finkle, DS
Felicia J. Ford, DA
Crystal L. Fox, DI
Jessica R. French, DI
Marlene A. Fuller, DI
Lisa J. Gelston, DI
Adrianne George, DI
Anne-Marie George, DI
Heather J. Goff, DI
Deirdre Y. Harrison, FE
Meghan L. Harrison, DI
Adam J. Hise, DI
Dae U. Hwang, DI
Sandrea I. Hwang, DH
Brianne A. Johnson, DI
Linda M. Kalister, DI
Keely O. Lange, DI
Lareina M. Latimer, DI
Adrienne R. Lauzon, DI
Daniel B. Lavelle, DI
Emily R. Lubkin, FE
Amanda R. Maits, OP
Casey L. Mattox, DA
Amanda E. Maxwell, DI
Heidi C. McIntire, DI
Leigh A. McRight, DI
Heather L. Melancon, J2
Kemper V. Mills, DA
Sarah D. Mravec, DI
Randy Napiza, DS
Mirriam-Grace C. Navarro, DA
Jennifer R. Nelson, DI
Megan P. Pearson, DI
Andrew J. Peterson, DI
Sherri L. Popejoy, HC
Lorrie D. Powell, DI
Ronald J. Ringuette, J2
Marie A. Rodriguez, DI
Kathleen L. Sanders, DS
Julia A. Small, DI
Craig S. Smith, FE
June E. Sosna, OP
Elizabeth A. Staman, DI
Anya M. Steward, DS
Tamika C. Stidman, DH
Alan D. Stone, DI
Dorothy D. Street, DI
Mark T. Taylor, DA
Rebecca A. Valenzuela, DI
Victoria A. Vidos, DS
Casie E. Vinall, DI
Thomas P. Williams, DI
Marisa M. Wu, DI

DIA Promotions to GG-11

Eileen E. Acosta, DH
Adeel Ahmed, DI
Michael G. Albertson, DI
Daniel J. Amato, DI
Christopher M. Armao, DI
Elena A. Asban, DI
Tonia Austin-Douglas, DA
Stephanie Y. Baggage, DI
Robert S. Barocas, DI
Jason A. Barrett, DI
Amanda L. Bowman, DS
Chad B. Cantwell, FE
Zachary L. Constantino, DI
Amy D. Creech, DI
Letitia D. Daniels, FE
Randy M. Davis, FE
Reeve E. Davis, DI
William P. DeMaida, DI
Grady J. Edmundson, DA
Catherine S. Elbare, DI
Tony M. Ellis, DI
Charles F. Ferney, FE
Daniel E. Folliard, DI
Fernando L. Garcia Jr., DI
Katherine A. Giffin, DI
Adam A. Goldberg, DI
Christopher M. Grant, DI
Karen E. Graulich, DI
Brandy P. Guidry, DT
Yasmin Hakim, DI
Julie C. Harbour, DI
Michelle L. Henderson, DI
Bobby R. Horne Sr., DA
John M. Horton, DI
Leif E. Jacobson, DI
Adam L. Johe, DI
E'Lecia D. Johnson, DI
Joshua B. Laikin, DI
Fiza Malik, DI
Vernell P. McClinton, FE
Julia H. Midland, DI
Daniel P. O'Reilley, DI
Terri L. Otto, FE
Jaeda L. Pang, DI
Flowarin Patanakul, DI
Elizabeth M. Perry, DI
Chelsea L. Pierce, DI
Rosanna M. Piluso, FE
Mohammed N. Qureshi, DI
Jay K. Rangan, DI
April L. Runkle, DI
Lindsay E. Sabal, DI
Kristine A. Saunders, DI
Darryl K. Stevens, DI
Kimberly E. Stokes, DI
Karen M. Sudkamp, DI
Daniel J. Tobin, DI
Robert D. Van Hooser, DI
Emily G. Vasquez, FE
Jeffrey B. Vollers, DI
Patricia L. Von Hollen, DI
Birgit E. Waidmann, DI
Laurie L. Weisser, DI
Cara M. Wells, DI
Carolyn G. Wilkinson, DI
Candace P. Williams, DI
Erin E. Wilson, DI

DIA Promotions to GG-10

Emil P. Boudreau, DA

Jonna C. Ellis, DI
Tiffany L. Eppelheimer, DI
Rosanah Fung, DI
Blair Goff, DI
Jenny L. Handy, DI
Tenekia L. Harris, DI
Michelle A. Hill, DI
Jasmine J. Hughes, DH
Brian C. Johnson, DA
John M. Juico, DS
Shana R. Kurata, DI
Jason Larson, DI
Patrick J. Lee, DI
Justin S. Mankin, DI
Pedro O. Milo, DI
Alison L. Minish, OP
Robin M. Newman, HC
Matthew E. Reichenbach, DI
Damon A. Scott, DA
Patrick E. Sinaguinan, DI

DIA Promotions to GG-09

Steven R. Bini, DA
Roxanne S. Gregory, HC
Jennifer P. Jones, DI
Jocelyn D. Knight, DI
Mesoud Mehfar, DI
Aiyana A. Oates, DA
Tonya Y. Turner, DS

DIA Promotions to GG-08

Valeria B. Armstrong, DA
Raymond G. Flores, DA
Anthony L. Simpson, DA

DIA Promotions to GG-06

Jordana C. Girten, HC
Kristin E. Parks, HC

DIA Promotions to GG-05

Charles L. Pistorino, FE
Lauren A. Shrem, HC
Kimberly R. Ventresca, HC
Meredith M. Wilson, HC

Army Promotions

COL Daniel A. Alabre, DH
COL Glenn Huber, DH
COL Scott G. Messinger, DI
COL Ronald C. Mixan, CE
LTC William E. Acheson, DI
LTC Daniel A. Alabre, DH
LTC Eric A. Barto, DH
LTC Glenn Huber, DH
LTC Ronald C. Mixan, DH
MAJ William E. Acheson, DI
MAJ Eric A. Barto, DH
CW5 Linda Todman-Howard, DI
CW4 Joseph J. Na, DH
CW4 Linda Todman-Howard, DI
SFC Jason H. Haley, DH
SSG Naomi L. Barcinas, J2
SSG Timothy Mortensen, DI
SGT Naomi L. Barcinas, J2
SGT Lennon M. Hardy, MC

Air Force Promotions

Lt Col Stephen P. Kiser, JFCC-ISR
Lt Col Kyle Lampela, JFCC-ISR
Lt Col James F. Lobash, JFCC-ISR
Maj Todd J. Dolbier, JFCC-ISR
Maj Jeremy J. Hutchins, JFCC-ISR
Maj Dee B. Kunzler, DI
Capt Bethany J. Brown, J2
Capt Gene H. Noh, DH
MSgt Mohamed Bacchus, HC
MSgt Jason P. Lawson, DS
MSgt Jeffrey A. Melanson, MC
TSgt Lloyd E. Dabbs, MC
TSgt Michael L. Finch, MC

Navy Promotions

CDR Christopher C. Bone, J2
CDR Robert J. Engelhardt, J2
CDR David M. Houff, DH
CDR Andrew Johnson, J2
CDR Robert E. Kettle, DH
CDR Andrew I. Krasny, J2
LCDR Enrique C. Bernal, DH
LCDR William J. Charamut, DH
LCDR Ralph B. Shield, DH
LT Ryan J. O'Connell, DH
LT Michael T. Ragsdale, DH
CWO3 Lawrence Quevedo, HC
PO1 Richard Alex, DH
PO1 Michael W. Mock, DT
PO1 Jaqueline Nemmer, HC
PO1 Christopher Williams, HC
PO2 Paul A. Bane Jr., DI
PO2 Sean H. Hense, DS
PO2 Tron C. Owens, DS
PO2 Alan D. Elliott, HC
PO2 Loureann Laureano, HC

on the Horizon

events for OCTOBER & NOVEMBER 2006

October

Sept. 15 to Oct. 15 National Hispanic Heritage Month

October National Disability Employment Awareness Month

Oct. 2 HC Survey Kick Off

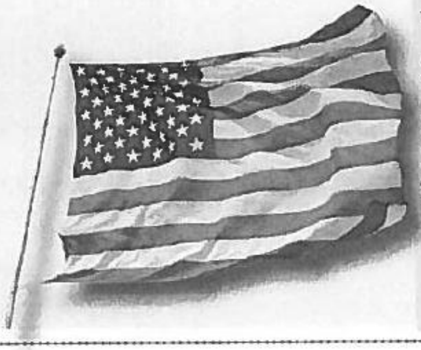
Oct. 2 Yom Kippur

Oct. 9 Columbus Day (observed)

Oct. 11 CFC Kick Off, 10 to 11 a.m., in the Tighe Auditorium

Oct. 13 DIA Annual Picnic

Oct. 13 The Navy Birthday celebration, 10 a.m., in the Tighe Auditorium



Oct. 16 National Boss Day

Oct. 19 Crossing Boundaries, noon to 1 p.m., in the Tighe Auditorium

Oct. 31 Halloween

November

November National American Indian Heritage Month

Nov. 1 All Saints' Day

Nov. 7 Election Day

Nov. 9 Marine Corps Birthday, 10 a.m. to noon, in the Tighe Auditorium. Reception will follow on the third floor.

Nov. 11 Veterans Day

Nov. 14 DA sponsored CFC DIA Idol Contest, 11:30 a.m., in the Tighe Auditorium

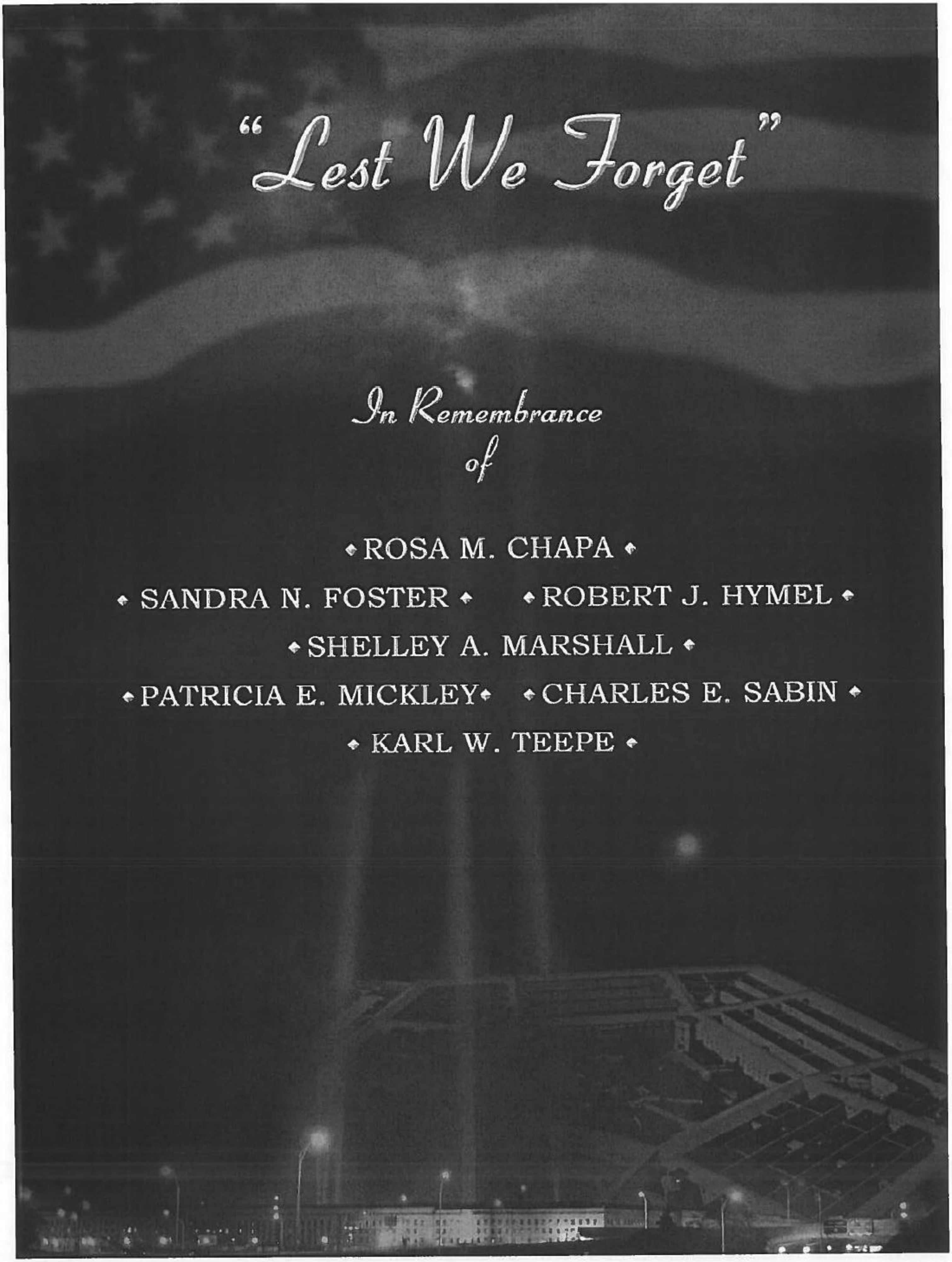
Nov. 15 Annual Turkey Bowl, 10 a.m., at the Bolling Air Force Base Ball Field

Nov. 15 DIA Benefits Fair, 10 a.m. to 1 p.m., in the DIAC Conference Center

Nov. 16 Director's Annual Honorary Awards Ceremony, 2 p.m., in the Tighe Auditorium

Nov. 23 Thanksgiving Day

For further information or updates concerning these events, please refer to the Internal Communications Web site.



"Lest We Forget"

In Remembrance of

◆ ROSA M. CHAPA ◆

◆ SANDRA N. FOSTER ◆ ◆ ROBERT J. HYMEL ◆

◆ SHELLEY A. MARSHALL ◆

◆ PATRICIA E. MICKLEY ◆ ◆ CHARLES E. SABIN ◆

◆ KARL W. TEEPE ◆